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ABSTRACT

In response to the need for instructional materials to help limited-English-proficient Cambodian-speaking adults become self-sufficient in American society, 10 lessons in job search and related skill areas are presented. Each lesson begins with a teacher's guide, which gives an overview of the text, notes on vocabulary and phrases, and a number of suggested classroom techniques or procedures. The remainder of the lesson consists of a list of objectives and vocabulary, with Cambodian translations, text, and three comprehension tests. Lesson topics include: the job search; how to use want-ads to find a job; filling out a job application; writing business letters; writing a resume; the job interview; Social Security and completing the W-4 form; reading the W-2 statement; reading a paycheck; and how to use and reconcile a checking account. Answer keys for the tests and a bilingual English-Cambodian glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 376 746

10 Lessons

of

Pre-Employment Skills

for ESL Students

with

a Bilingual English-Cambodian Glossary
and
a Teacher's Guide

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Table of Contents

Preface i

Lesson 1 - The Job Search 1

Teacher's Guide 1

The Job Search 3

- I. Objectives 3
- II. Key Words and Their Cambodian Translations 3
- III. The Job Search 4
  - A. "Help-Wanted" Ads 4
  - B. Private Employment Agencies and Government Job Centers 4
  - C. "Help-Wanted" Signs 4
  - D. Friends, Family Members, Teachers and Counselors 5
  - E. Writing Letters and Using the Telephone. 5
- IV. Keys Words and/or Phrases For Discussion 5
- V. Tests 6

Lesson 2 - How to use the Want-Ads to Find a Job 9

Teacher's Guide 9

How to Use the Want-Ads to Find a Job 11

- I. Objectives 11
- II. Key Words and Their Cambodian Translations 11
- III. Reading Want-Ads 12
- IV. Keys Words and/or Phrases For Discussion 14
- V. Tests 14
  - List of Common Abbreviations 17

Lesson 3 - Filling Out a Job Application 19

Teacher's Guide 19

Filling Out a Job Application 21

- I. Objectives 21
- II. Key Words and Their Cambodian Translations 21
- III. Filling Out A Job Application 22
- IV. Key Words and/or Phrases For Discussion 23
- V. Suggested Activities
- VI. Tests 24
  - Three Basic Application Formats 27

Lesson 4 - Writing Business Letters 32

Teacher's Guide 32

Writing Business Letters 34

I. Objectives 34
II. Key Words and Their Cambodian Translations 34
III. Writing Business Letters 35
  A. Letter of Application 35
  B. Cover Letter 36
  C. Inquiry Letter 36
  D. "Thank You" Letter 37
IV. Key Words and/or Phrases For Discussion 37
  Sample Letters 37
V. Tests 40

Lesson 5 - Writing A Resume 43

Teacher's Guide 43

Writing a Resume 45

I. Objectives 45
II. Key Words and Their Cambodian Translations 45
III. Writing a Resume 46
IV. Key Words and/or Phrases For Discussion 47
  Sample Resume 48
V. Tests 49

Lesson 6 - The Job Interview 51

Teacher's Guide 51

The Job Interview 51

I. Objectives 53
II. Key Words and Their Cambodian Translations 53
III. The Job Interview 54
  A. What Exactly is a Job Interview? 54
  B. Preparing for the Interview 55
  C. The Interview 55
  D. Common Interview Questions 56
IV. Key Words and/or Phrases For Discussion 57
V. Tips for a Successful Job Interview 57
  Sample of a Thank-You Letter 59
VI. Tests 59
VII. Student Interview Evaluation 62

Lesson 7 - Social Security and Completing the W-4 Form 64

Teacher's Guide 64

Social Security and Completing the W-4 Form 66

I. Objectives 66
II. Key Words and Their Cambodian Translations 66
III. The Social Security System and the W-4 Form 67
  A. The Social Security System 67
  B. The W-4 Form or Employee's Withholding Allowance Certificate 67
IV. Key Words and/or Phrases For Discussion 69
V. Tests 69

Lesson 8 - Reading the W-2 Statement 73

Teacher's Guide 73

Reading the W-2 Statement 75

I. Objectives 75
II. Key Words and Their Cambodian Translations 75
III. Reading the W-2 Form 75
IV. Key Words and/or Phrases For Discussion 77
Presentation of the W-2 Form 78
V. Tests 79

Lesson 9 - Reading a Paycheck 83

Teacher's Guide 83

Reading a Paycheck 85

I. Objectives 85
II. Key Words and Their Cambodian Translations 85
III. Reading a Paycheck 85
IV. Key Words and/or Phrases For Discussion 87
Presentation of a Paycheck and a Pay Stub 88
Exercises 90
V. Tests 90

Lesson 10 - How to Use and Reconcile Checking Accounts 94

Teacher's Guide 94

How to Use and Reconcile Checking Accounts 96

I. Objectives 96
II. Key Words and Their Cambodian Translations 96
III. How to Use Banking Services 97
A. Making Deposits 97
B. Writing a Check or Withdrawing Money 97
C. Reconciling Your Account 98
IV. Key Words and/or Phrases For Discussion 99
V. Tests 99

Answer Keys 105

Bilingual English-Cambodian Glossary. 109

Preface

This book was conceived out of the necessity and demand to provide limited English proficient (LEP) adults with instructional material especially designed to help them become economically self-sufficient.

Since his involvement as a teacher, teacher trainer and program director of ESL instruction for refugee and immigrant adults from all over the world for the past 12 years, the author of this book has been repeatedly asked to provide instructional materials to specifically teach pre-employment skills to LEP students who are interested in looking for a job to support themselves and/or their family.

The majority of LEP adult students come from countries where most of the pre-employment skills which are a must in the U.S. are unheard of, such as writing a resume, how to conduct a job interview, how to request for a job interview, etc. In fact many English words related to pre-employment skills and/or lifeskills topics such as "resume", cover letter, want-ad, bank statement , check register, etc., have no equivalents in their languages.

The English as a second language (ESL) learner is, generally speaking, a newly arrived immigrant or refugee who does not have the necessary marketable skills, and usually finds it diffficult to get even a manual or entry level job largely because of the language barrier. And according to the Pennsylvania Department of Human Services, 60 - 70 percent of newly arrived refugees and immigrants in our state are receiving one form of public assistance or another

If these new Americans want to successfully compete in the job market in their adoptive country and become proud and contributing members of American society, they must be taught pre-employment skills. For them, the learning of these skills requires not only the mastering these pre-employment skills but also their related vocabularies and concepts.

Although some ESL textbooks do cover this subject the materials presented in these books are, by and large, fragmented, unstructured and not in depth. They only contain limited or inadequate materials in terms of the number of pre-employment skills related topics. Furthermore, the format in which such lessons are presented are not pedagogically sound. Missing are reinforcement and practice drills or devices, cultural explanations, and especially bilingual glossaries. All these tools are necessary and help facilitate the learning process for the ESL learner as well as improve his/her retention As such , the materials currently available are either inadequately designed to meet the special needs of the ESL learner, or only have limited educational effectiveness as far as this learner and his/her teacher is concerned.

An extensive review of commercial and non-commercial materials/texbooks and a search through AdvancE of the Pennsylvania Department of Education and the database of the National Clearinghouse for Bilingual Education revealed limited resources and/or materials designed specifically to teach pre-employment skills to the ESL learner. This book is a humble effort to supplement the wealth of ESL instructional materials already abundant commercially and non-commercially. It was compiled to teach pre-employment skills and concepts as well as pre-employment related vocabularies and phrases.

For the past 3 years, the ESL staff of the Indochinese-American Council (IAC), a community-based and non-profit organization in Philadelphia, Pennsylvania, has successfully taught pre-employment skills, using various ESL techniques and fragmented teacher-made materials, to hundreds of **intermediate level** ESL learners. The majority of them are Asian/Indochinese immigrants or refugees who receive public assistance. At the time of the writing of this book, the IAC was serving a small number of Spanish speaking immigrants from South America and also a good number of refugees from Haiti. The IAC's ESL students have repeatedly asked the IAC staff to teach pre-employment skills. This special ESL interest has, understandably, arisen from the desperate needs of the ESL learner not only to acquire "survival" and/or "functional" ESL skills but also to obtain pre-employment skills in order to gain employment and get off public assistance. However, no structured and/or pedagogically sound curriculum as such had ever been developed to meet the special needs of this learner.

This book was developed, using the Across-the-Curriculum Approach, and the English language is intentionally simplified wherever possible, and written at the intermediate or higher ESL level. The Across-the-Curriculum Approach promotes the use of non-ESL or content materials such as history, biology, social sciences, etc. to teach ESL. In our endeavor, textbooks and/or materials on pre-employment skills were adapted to teach both pre-employement/survival skills and ESL.

The end product was field-tested by the ESL instructional staff at the Indochinese-American Community Service Center in Philadelphia where ESL instruction at different levels is offered to hundreds of LEP adults every year. Two workshops on the development and use of the product were conducted for the benefit of the IAC staff, and ESL instructors, volunteers and program directors in the city of Philadelphia.

The book consists of:

1) **10 ready-made and structured lessons** that can be used as they are, or easily adapted for ESL students at the intermediate ESL level or for those with a fairly good command of the English language. Besides the **Teacher's Guide** decribed below, each lesson begins with the list of **objectives** and the **Key Words and Their Vietnamese Translations**. To reinforce and evaluate the skills taught, each lesson

contains three tests covering key vocabularies/expressions and concepts. The answer keys to the tests can be found at the end of the book, just before the English-Vietnamese glossary.

2) In addition to the Vietnamese translations of key words and phrases/expressions which serve as an integral part of each lesson, a cross-referenced **bilingual glossary in English and Vietnamese** can be found at the end of the book. The translations are context referenced. This serves as an excellent reference and learning tool for the ESL learner, because bilingual dictionaries usually list all possible meanings for each entry, which sometimes can be quite cumbersome and confusing, thus making the search for relevant meanings difficult, if not frustrating, for the ESL learner. Finally, with its limited number of entries, our bilingual glossary is quite handy and easy to use.

3) **The Teacher's Guide** contains:

a) the **Text Overview** describing what is covered in the lesson;

b) the **Key Words and/or Phrases for Discussion** with a list of words and phrases that the teacher should take time to cover in order to help the learner understand the concepts in the lesson. These words and phrases are face-bolded in the lesson for easy recognition and are listed in the Bilingual English-Vietnamese Glossary.

c) step-by-step suggestions to teach pre-employment skills such as pre-reading; use of the bilingual glossary; use of simple language and vocabularies, and basic grammatical structures already acquired in meaningful examples to teach new vocabularies and expressions; the use of synonyms and antonyms, prefixes and suffixes; oral and written practices of key vocabularies and concepts, etc.

Despite the author's efforts to minimize mistakes and shortcomings, he believes that this book in its present form has plenty of room for improvement. This is partly because of the time constraints and partly because of his lack of experience in the teaching of pre-employment skills. However, the fact that he has published extensively in ESL instruction and cross-cultural communication, and has many years of experience in teacher training and ESL instruction, has proven quite helpful in his endeavor. It is hoped that the user of this book will kindly help improve this humble effort by sending suggestions and comments for future revision to the address listed at the end of this preface.

All of the IAC's multi-lingual, experienced ESL instructional staff members were involved in the different phases of the making of the book: input, experience sharing, identification of key vocabularies and/or expressions, test writing, proofreading, editing and field testing, etc. Before their involvement in the project they received extensive training in the form of a series of workshops conducted by the author, covering a variety of topics including the purpose and contents of the book, the characteristics of the targeted student population, test writing, the Across-the-Curriculum Approach, and various ESL teaching techniques. The staff's involvement was an educational process beneficial to them in terms of professional growth and commitment and also beneficial to all those to whom they will teach ESL and pre-employment skills. Their involvement with the preparation of the book and knowledge of the underlined purposes of the book will certainly help them succeed in their task.

The author wishes to thank the following ESL instructors for their involvement and participation in different phases of this project : Nick Kleinerman, Le Quyen Vu, Samnang Keo, Hillary Appel, Samuel Moser, John Truong Nguyen and Piros Mar. The author also wishes to thank Todd Blumenfeld for his important contributions to the research and the writing of the lessons, and Messrs. Sam Keo and Souvanny Lam for their assistance in the Cambodian translation.

At any rate, the author is fully responsible for the contents and publication of this book.

Last, but not least, heartfelt thanks go to Dr. John Christopher, Director of the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, and his staff for their generous funding, support and encouragement.

Without the involvement, encouragement and support of all those mentioned above this book could not have come together the way it has, and it simply would not exist. Thanks!

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Teacher's Guide

LESSON 1

THE JOB SEARCH

I. TEXT OVERVIEW

The major goal of this first lesson is to familiarize the students with the "job search process" and the ways they can begin such a job search. Students will be encouraged to formulate their own plan to find a job, utilizing the skills and knowledge which they will acquire in this lesson.

In order to develop "job leads", the teacher should teach the students how to use newspaper "want-ads", in both the larger daily newspapers, as well as the smaller community oriented papers. The process by which students can ask their teachers, counselors, friends and family members for assistance will also be discussed.

Additional resources such as private employment agencies and government job centers will be identified, along with discussions which will serve to describe the particular functions of each.

Developing "job leads" through the preparation and use of inquiry letters and the telephone will be covered, as well as recognizing "help-wanted" signs in store windows, and the skills and strategies necessary to respond to such signs.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Abbreviations	Abbreviation is a short form of a word or words. For example: Mr. for "Mister," Dr. for "Doctor," MD. "Medical Doctor" , etc.
Apply (to)	To ask for (a job, admission to a school, etc.)
Employment agency	An office or company that finds workers to fill job openings.
Experience	What a person has done or achieved in his/her life.
Government job center	Center run by public employees to provide information on job opportunities.
Job lead	Information on a job opening and/or whom to see and where to go to apply for a job.
Job opening	Job available and needs to be filled.

Job search	The process of looking for a job.
Help Wanted	An ad seeking people to fill job openings.
Telephone directory/book	A book listing telephone numbers and their subscribers.

Yellow page telephone directory/book

A telephone book with yellow pages listing business telephone numbers and their subscribers. Businesses are classified into different categories. Sometimes this directory is simply called the **yellow pages.** There is also a white page telephone directory/book which lists personal telephone numbers and their subscribers. Names of subscribers are alphabetized.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations;**
4. teach the lesson using different techniques such as the use of antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on the vocabularies already learned, grammatical structures and concepts when teaching new vocabularies and concepts in a meaningful context, using examples or sentences to make a point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion;**
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 1

THE JOB SEARCH

I. OBJECTIVES:

In this lesson you will learn how to look for a job, and how to begin a personal "**job search**" plan. You will learn:

1. How to look in the "**help-wanted**" **section** of the newspaper;
2. How **private employment agencies** or **government job centers** can help;
3. How to find "help wanted" **signs** in stores;
4. How to ask friends, family members, teachers and counselors about jobs;
5. How to find jobs by writing letters and using the telephone.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Advertisement /"ad"	ការផ្សាយដំណឹង	**Fee**	ថ្លៃឈ្នួល
Ad (advertisement)	ការផ្សាយដំណឹង	**Fill out (to)**	បំពេញ
Agency	ភ្នាក់ងារ	**Government**	រដ្ឋការ
Application	ពាក្យសុំ. បំពេញពាក្យសុំ	**Experience**	ការពិសោធន៍
Approach	របៀបទាក់ទង	**Impress (to)**	ចាប់អារម្មណ៍
Available	ដែលអាចរកបាន	**Information**	ពត៌មាន
Charge	ថ្លៃ	**Inquiry**	សួរ
Charge (to)	យកកម្រៃ	**Interest**	ចំណូលចិត្ត
Compile	ប្រមូល	**Misunderstand**	មិនយល់
Contact	ទាក់ទង	**Neighborhood**	អ្នកជិតខាង
Earn (to)	ទទួលប្រាក់	**Notice (to)**	សង្កេត, សំគាល់
Employment	ការងារ	**Plan (to)**	គម្រោង
Hiring	ការជួលឱ្យធ្វើការ	**Private**	ឯកជន
Process	បន្តដំណើរ	**Sign**	សញ្ញា
Represent (to)	តំណាងអ្វីមួយ	**Skill**	មុខវិជ្ជាជំនាញ
Require (to)	ដែលត្រូវការ	**Source**	ប្រភព
Serve (to)	បំរើ	**Specialize (to)**	ឯកទេសខាងការងារ
Service	ការបំរើ	**Valuable**	ដែលមានតម្លៃ

III. THE JOB SEARCH

Almost everyone has to look for a job at some time in their life. Looking for a job is not always easy, and many people say that looking for a job is really a job itself. But if you take time to **plan** your "job search", and think about all of the different ways to find **"job leads"**, your search will be a lot easier. Some of the more common **approaches** to finding jobs are described below.

A. "HELP-WANTED" ADS

The first and maybe the easiest place to start your **job search** is the **"help-wanted" ads** in the newspaper. As you read through the want-ads, you will be able to find out a great deal about the jobs that are **available** in your city or town, what types of **skills** are **required**, and how much you will **earn** if you work in a particular job.

Want-ads are often written with a lot of **abbreviations**. It is important that you understand what these abbreviations of the complete words mean. You will find a list of abbreviations at the end of Lesson 2: "How to Use the Want-Ads to Find a Job", on page 17.

B. PRIVATE EMPLOYMENT AGENCIES AND GOVERNMENT JOB CENTERS

You should understand that not all want-ads **represent** a job lead, and that some want-ads are placed by **private employment agencies which** will ask you to pay a fee before they will even talk to you.

Speaking to someone at a private employment agency is another good way to find a job. In fact, as you read the want-ads you may **notice** that the ads placed by private employment agencies can sometimes be **misunderstood**. These agencies **specialize** in finding jobs for people, and they **charge a fee** for their **service**. Sometimes the company that does the **hiring** pays the fee to the employment agency, and sometimes the person looking for the job has to pay the fee. Therefore it is very important to find out if you must pay the fee before you spend a lot of time with an agency.

Government job centers are very similar to private employment agencies. These centers also specialize in finding jobs, but usually there is no **charge** for their service.

C. "HELP-WANTED" SIGNS

Many times, when a company or store has a **job opening**, it puts a **help-wanted** sign in its window or outside its building, instead of paying an agency or placing an ad in the newspaper.

As you walk down the street or drive through the city or your **neighborhood**, look to see if there are any "help wanted" signs. If you see a sign, you can walk in and **inquire** about the job opening, or you can write down the phone number and call the company as soon as possible because the **job opening** could be filled by the time you call.

D. FRIENDS, FAMILY MEMBERS, TEACHERS AND COUNSELORS

Very often your friends and family can be your best **sources** for job leads. Ask them if there are job openings where they work, or if they have friends who may know of any job openings. Also, your teachers and counselors can be a **valuable** source of information about job openings.

As you ask these people, write down the names, addresses, and phone numbers of the companies or stores where they work. It is often helpful to use "Job Lead Cards" to write down this **information**. Samples of "Job Lead Cards" are provided at the end of this lesson.

Even if there are no job openings at the present time, it may be helpful to **contact** these companies anyway. You never know when a job may become available.

E. WRITING LETTERS AND USING THE TELEPHONE

As you begin to **compile** a list of the various companies in your city or town, you may find it helpful to telephone some of these companies or write letters to them. Although there may not be any jobs **available** at the time, you should tell the company a little about yourself and that you are available. You may find that if a company is **impressed** with your **interest** in them, they may invite you to **fill out** an **application**.

This will also **serve** as a good learning **experience** for you. The more companies you contact, the more confident and comfortable you will become with the job search **process**.

And of course, there are other ways to look for a job successfully, such as the use of the **yellow page telephone directory**. Use any approach that you feel comfortable with.

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Employment agency	ក្រសួងរកការងារ
Experience	ការពិសោធន៍
Government job center	រដ្ឋមន្ទីរការងារ
Help Wanted	ដំណើររកមនុស្សធ្វើការ
Job lead	ពត៌មានអំពីការងារ
Job opening	ត្រូវការមនុស្សធ្វើការ
Job search	ស្រាវជ្រាវរកការងារ
Telephone directory	សៀវភៅដែលមានឈ្មោះមនុស្ស និង លេខទូរស័ព្ទអ្នកជាវ

Yellow page telephone directory	សៀវភៅពណលឿងដែលមានឈ្មោះមនុស្ស និង លេខទូរស័ព្ទអ្នកជាវ

V. TESTS

1. Circle the best answer.

Example:

For most people, looking for the right job :

a. is not always easy. **(best answer)**
b. is not difficult.
c. does not need preparation.
d. can be fun.

1.1. You can use private employment agencies to find work. You can also use "help-wanted" ads or signs. These are some of the more common:

a. experiences.
b. approaches
c. interests.
d. skills

1.2. To look for employment, it is helpful to compile:

a. the names of your friends.
b. a list of companies in your city or town.
c. a list of service fees.
d. a list of your interests.

1.3. You must carefully read any ______ you are required to sign.

a. information.
b. documents
c. abbreviations
d. fee.

1.4. If a company is impressed with you, it may:

a. help you in your job search.
b. ask you to fill out a job application.
c. require you to pay for the cost of the "help-wanted" ad.
d. ask you to wait for new job openings.

1.5. In your job search, teachers and counselors:

a. can be a valuable source of information about job openings.
b. can give you a job.
c. are the only source of information about job openings.

d. can ask the employer to give you a job.

2. **Fill in each of the blanks with the best word or phrase below:**

application
charge
employment agencies
sign
hiring
interest
contract
job leads
telephone book
contact
neighborhood
experience
job leads
source
telephone directory

Example:

The employer usually requires the job applicant to fill out a job _____________. **(Application)**

2.1. If a company is considering _____ someone, it will ask this person to fill out a job application.

2.2. Some private employment agencies _________ a fee to job applicants for their service.

2.3. Be careful if the employment agency asks you to _______ a document or a _____________.

2.4. If you work for 4 years , then you have 4 years of work __________.

2.5. ____________ advertise job openings in the newspaper.

2.6. If the company is interested in you, it will ________ you.

2.7. If you show _________ in a company, it may invite you to fill out an application.

2.8. If a store puts a help-wanted sign in its window, then it is _______.

2.9. Newspapers are not the best ______ for ___________. Your friends and family are.

2.10. Check the stores in your ___________ to see if they are hiring.

3. **Fill in each of the blanks on the left column with the best answer on the right column.**

3.1. ___**abbreviation**	a. Mgt., hr., Mon., are examples of ____.
3.2. ___**available**	b. to reach, to get in touch with.
3.3. ___**contact**	c. steps in doing something.
3.4. ___**impress**	d. to give a good impression.

3.5. ___**earn**	e. job available and needs to be filled.
3.6. ___**"help-wanted"**	f. to make money.
3.7. ___**inquiry**	g. an ad seeking people to fill job openings.
3.8. ___**employment agency**	h. seeking information.
3.9. ___**job opening**	i. ready for use, ready for work.
3.10. __**process**	j. a company that looks for workers to fill job openings.

Teacher's Guide

LESSON 2

HOW TO USE THE WANT - ADS TO FIND A JOB

I. TEXT OVERVIEW

In this lesson, students will examine newspaper want-ads in greater detail.

Actual newspapers will be used. Students will learn how to locate the want-ads by using the newspaper index, and be able to identify the want-ads under the various titles such as "classified", "want-ads" or "help-wanted ads." They will also learn the abbreviations commonly used in want-ads.

Students will learn how to read the want-ads and evaluate a particular advertisement in terms of : 1. the job offered; 2. the skills required; 3. the hours of employment; 4. the rate of pay and benefits; and 5. the manner and time-frame in which the applicant must respond.

In addition, students will learn how to recognize ads which require payment of fees or other costs and which frequently do not really offer employment.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Advertisement	Public notice or annoocement in the press, onTV or radio, etc.
"Classified" section	A section of the newspaper listing classified ads.
Daily basis	Every day.
Employment agency	An agency that provides employment service.
In person	face-to-face, physically present
Job available	There is a job to be filled.
Job opening	Job available and ready to be filled.
Skill	Ability to use one's knowledge; dexterity
Training course	Program of training for a particular job.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;

2. using simple language, summarize the main theme(s) of the the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations;**
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes; oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on the already learned vocabularies, grammatical structures and concepts in teaching new vocabularies and concepts in meaningful contexts, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion;**
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 2

HOW TO USE THE WANT - ADS TO FIND A JOB

I. OBJECTIVES:

In this lesson you will use actual newspapers and learn how to:

1. locate the "want-ads" in the proper **section** of the newspaper;
2. learn common **abbreviations** and the different titles used to identify want-ads, such as **classified** and **help-wanted** ads;
3. learn how to read and understand what job is being offered and its **requirements** in terms of education, skills, hours, etc.
4. respond to a want-ad;
5. **respond to** the want-ads although they do not offer immediate employment.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Abbreviation	សរសេរកាត់	Course	មុខវិជ្ជាអ្វីមួយ
Advertise (to)	ផ្សាយ	Depend upon (to)	យោលទៅតាម
Advertisement/ad	ការផ្សាយដំណឹង	Describe (to)	រៀបរាប់
Announce (to)	ប្រកាស	Education	ការអប់រំ
Available	ដែលអាចរកបាន	Expense	ចំណាយ, ថ្លៃ
Avoid (to)	ជៀសវាង	Fee	ថ្លៃឈ្នួល
Basis	មូលដ្ឋាន	Find out (to)	រកមើល, ស្រាវជ្រាវ
Case	ទូទៅ	Foundation	ការរកឃើញ
Certain	ពិតប្រាកដ	Happen (to)	កើតមានឡើង
Classified	បែងចែកជាក្រុម	Helpful	ជាជំនួយ
Company	ក្រុមហ៊ុន	Influence (to)	មានអនុភាព
Contain (to)	ដែលមាន	Interest	ចំណូលចិត្ត
Costly	ថ្លៃ	List (to)	ចុះឈ្មោះក្នុង

Locate (to)	មានទីកន្លែង	**Require (to)**	ដែលត្រូវការ
Look for (to)	រក, ស្រាវជ្រាវ	**Requirement**	សេចក្តីត្រូវការ
Notice (to)	សង្កេត, សំគាល់	**Respond (to)**	ឆ្លើយតប
Offer (to)	ដែលផ្តល់ជូន	**Response**	ការឆ្លើយតប
Opportunity	ភាពដែលអាចមានឡើង	**Section**	ភាគ, វគ្គ
Particular	មួយពិតប្រាកដ	**Situation**	ស្ថានភាព
Popular	ល្បីល្បាញ	**Skill**	មុខវិជ្ជាស្ទាត់ជំនាញ
President	ប្រធាន	**Training**	ការហាត់រៀន
Profit	ចំណេញ	**Tricky**	កល, ល្បិច
Provide (to)	ផ្តល់	**Unpleasant**	ការមិនចូលចិត្ត
Reader	អ្នកអាន		
Represent (to)	តំណាងអ្វីមួយ		

III. READING WANT - ADS

To **look for** a job, you should begin your "job search" with the newspaper want-ads. **Ad** is the shortened form of the word "**advertisement**".

Want-ads are found in almost every newspaper. In most **cases**, want-ads will be found in the "**Classified**" **section** of the newspaper.

For a **company** with a **job opening**, want-ads are very **popular** because with little time and **expense**, it can **announce** to many people that there is a **job available** in the company. The company can also say in its ad exactly what type of job it is **offering**; what **skills** or **education** is **required**; and how much it will pay.

For a person looking for a job, the want-ads are also very **helpful**. The ad sometimes tells the **reader** where the company is **located**; how to respond to the ad, **in person**, by telephone, or by letter; and the date when the **response** must be made.

Because the company pays for the ad based on the number of lines it **contains**, and because the company wants to **provide** so much information, want-ads are written with a lot of shortened words called **abbreviations**; for example, **pt** (part-time), **empl.** (employment), etc. Therefore, it is very important that you learn and understand the meanings of these abbreviations in order to fully understand what the company is trying to tell you in its ad. A list of common abbreviations will be provided at the end of this lesson.

As you begin to read the want-ads, you will notice that some of the want-ads are different, and do not give information about one particular job.

Sometimes want-ads provide the reader with information about a certain private employment agency. This is just one way these agencies advertise their services.

However, sometimes certain ads describe a lot of job openings, but you are asked to call a phone number in another state, or write for more information.

Depending upon what your interests are, or where you want to work, these ads can be very helpful. But these ads can also be very tricky. If you call a telephone number listed in an ad, and the person who answers your call asks you to send a certain amount of money known as a fee, then be careful. Also, you might call a number, and they tell you that they will hire you, but first you must pay for a special training course. Again, be very careful.

If you are interested in the above services, it is a good idea to ask a friend or a family member about the above situation before you do anything else. Sometimes the ad may describe a good opportunity for employment. Unfortunately, in most cases, you will spend a lot of money and find out that it is not exactly what the ad describes.

The best way to avoid these unpleasant and costly situations, and get the most out of the want-ads, is to read the want-ads on a daily basis, and to be sure to learn what all of the abbreviations represent.

The following are some examples of newspaper want-ads:

ADMINISTRATIVE ASSISTANT

Duties include both administrative and secretarial. Must possess excellent interpersonal, typing (50+WPM), computer/PC (WordPerfect, Lotus minimum requirement), organizational, and communication skills. Must have initiative, ability to work independently. At least 3 yrs. sec/admin asst exp. preferred.
Competitive and comprehensive benefits package. Salary based on experience and performance.
Qualified applicants should submit resume with salary requirements to:

Personnel Director
THE REPORTER
307 Derstine Avenue
Lansdale, PA 19446
NO PHONE CALLS PLEASE
An Equal Opportunity Employer
We recognize and appreciate the benefits of diversity in the workplace. People who share this belief or reflect a diverse background are encouraged to apply.

ASSISTANT CONTROLLER: Need MBA in Finance, 1 yr exp w/ABS, Quicken 6, WordPerfect 5.1, DEP 4, Label Master, Lotus & Norton Util, 1 yr exp as Asst Controller resp for financial statements, budgets, repts, tax returns, etc. $28,500/yr. 40 hrs/wk. Send resume to PA Job Center at 1200 New Rogers Rd, Bristol, PA 19007. Job Order No. 4540592.

ASSISTANT MANAGER

Large, fast-paced, multi-family property seeks highly motivated, goals-oriented individual. Position requires 2 yrs on-site exp w/computer training in Rent Roll and AP/AR. Send resumes immediately to:
PNI 3450, PO 13010 Phila PA 19101

DISHWASHER

F/T prof'l person needed in restaurant w/friendly atmosphere, good working conds & good pay. Transp nec. P/T wkend pos also open. Great for students. 641-0484

COOK - Short Order. Gd starting salary, benefits & advancement poss. Exp. nec. Apply in person: Dining Car 8826 Frankford Ave.

BOOKKEEPER sm. N.E. Mfg. chemical co. is seeking indiv. to work in a .diverse,exciting,and challenging environment. Successful candidate should have strong acctg.& computer abilities. F/benefits & competitive sal.Resume to:po box 8936,Phila,Pa 19135.

DRIVER F/T & P/T

Immed openings for full time drivers w/own car, van or pick ups. Earnings of $700-$1000 per week. Part time positions also avail for days, nites, weekends. Apply in person at 100 Naamans Rd., Unit 2-B, Claymont, Delaware 19703

BEST COPY AVAILABLE

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Advertisement/ad	ការផ្សាយដំណឹង
"Classified" section	ផ្នែកពាណិជ្ជកម្ម
Daily basis	ជារៀងរាល់ថ្ងៃ
Employment agency	ក្រសួងការងារ
Help-wanted	ត្រូវការអ្នកធ្វើការ
Immediate employment	ត្រូវការអ្នកធ្វើការភ្លាមៗ
In person	ដោយផ្ទាល់មុខ
Job available	ដែលមានការងារ
Job opening	ត្រូវការមនុស្សធ្វើការ
Job requirement	មុខវិជ្ជាតម្រូវក្នុងការងារ
Skill	មុខវិជ្ជាស្ទាត់ជំនាញ
Training course	មុខវិជ្ជាដែលត្រូវហ្វឹកហ្វឺន

V. TESTS

1. Circle the best answer.

Example:

In most cases, want-ads can be found:

a. at school.
b. in the "classified" section of the newspaper. **(Best answer)**
c. at the post office.
d. in a restaurant.

1.1. A want-ad announces that jobs are _______.

a. classified
b. available
c. private
d. advertised

1.2. You must be careful when an employment agency:

a. asks you to send a certain amount of money for its service.
b. does not list any particular job.
c. advertises many different jobs.
d. tells you to contact them.

1.3. Reading the want-ads daily and understanding the abbreviations will help you:

a. respond to the want-ads quickly.
b. become a good employee.
c. discover tricky situations.
d. examine the company you want to work for.

1.4. Want-ads can tell you:

a. how much the employer paid for the ad.
b. how to understand your skills and education better.
c. what the abbreviations mean.
d. none of the above.

1.5. A want-ad lists:

a. the requirements for the job.
b. the training course you will have to pay for.
c. the cost of the ads.
d. the name of the **president** of the company.

1.6. Private employment agencies:

a. advertise **their** job openings.
b. are in business for themselves, and charge a fee for their service.
c. will train you for the jobs they advertise.
d. will decide to give you a job.

1.7. Want-ads can be found:

a. in the "classified" section of the newspaper.
b. on the front page of the newspaper.
c. anywhere in the newspaper.
d. nowhere in the newspaper.

1.8. In its ad, the company can indicate:

a. that there is a job available.
b. what kind of job it is offering.

c. what the requirements are.
d. all of the above.

1.9. The companies that offer jobs:
a. require that you pay for their want-ads.
b. usually indicate what skills or education is required.
c. give job interviews to all applicants.
d. all of the above.

1.10. Abbreviations in want-ads are necessary because:

a. the company that places the ad wants to save you money.
b. the abbreviations are required by the newspaper.
c. the company that places the ad wants you to learn these abbreviations before they hire you.
d. none of the above.

2. **Fill in each of the blanks on the left column with the best answer on the right column.**

1. ____ **advertise**
2. ____ **basis**
3. ____ **reader**
4. ____ **to respond**
5. ____ **particular**
6. ____ **fee**
7. ____ **situation**
8. ____ **information**
9. ____ **company**
10. ___ **to depend on**

a. specific, not general
b. doing business to make profits
c. charge for professional service
d. to call public attention to
e. cannot happen without
f. to answer
g. foundation
h. news or knowledge
i. a person who reads
j. condition or state of affairs

3. **Fill in each blank with the best word or phrase below.**

job openings
announce
look for
requirements

daily basis
classified
training course
represent

expense
interest
opportunities
services

Example:

The newspaper want-ads usually advertise ______________. (job openings)

3.1. The want-ads advertise ______________.
3.2. The best place to ________ jobs is the ________ section of the newspaper.
3.3. The company pays for the _______ of the ads.

3.4. The want-ad usually indicates the ________ for the advertised job.
3.5. By using the newspaper ads, the company can _______ to many people that there is a job opening.
3.6. To look for a job, you should read the classified section of the newspaper on a __________.
3.7. Sometimes you have to pay for the _________ of a private employment agency.
3.8. It is important for you to learn what the abbreviations ________.
3.9. Employers announce employment __________ in help-wanted ads.
3.10. If you do not have the required skills, the employer may ask you to take a ________ before you can be employed.

LIST OF COMMON ABBREVIATIONS

&	and	ind.	industrial
A.M. /AM	morning	jr.	junior
aft.	after	loc.	located
apt.	appointment	lt.	light
bet.	between	lv.	leave
bgn.	begin or beginning	mach.	machine
bldg.	building	maint.	maintenance
bus.	business	manuf.	manufacture
clk.	clerk	manuf.	manufacturer
co.	company	manuf.	manufacturing
cond.	conditions	mech.	mechanic , machine
const.	construction	mfct.	manufacture
cty.	city	mfr	manufacturer
dept	department	mfr	manufacturing
elec.	electric	mfr	manufacture
empl.	employment	min.	minimum
empl.	employee, employer	mo.	month
eqpt.	equipment	nec.	necessary
etc.	and so on	op. or oper.	operator
eves.	evenings	P.M./PM	afternoon or evening
exc.	excellent	pd.	paid
exp.	experience	pt. /p.t.	part-time
ext. or X	extension	refs.	references
ftr.	future	req.	requirement
gd.	good	sal.	salary
gen.	general	secy.	secretary
grad.	graduate	sh.	shorthand
hqtrs.	headquarters	temp.	temporary
hr.	hour	trnee.	trainee
hrly.	hourly	typ.	typing or typist
hvy.	heavy	w.	with
incl.	including	wk.	week or work

wkr.	worker	wpm.	words per minute
work.	worker	yr.	year

Teacher's Guide

LESSON 3

FILLING OUT A JOB APPLICATION

I. TEXT OVERVIEW

In this lesson, students will examine the various job application forms generally used by companies for their prospective job applicants.

Using actual application forms, the students will learn the meanings of the various words and phrases commonly found on applications, as well as the necessity of following the instructions on the forms.

By working with a number of different formats, students will learn to recognize how different words, phrases and symbols may be used to request the same information.

At the conclusion of the lesson, students will have acquired the skills and self-confidence necessary to properly complete a job application, in a number of different formats, and within a reasonable amount of time.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Application	Form used in making a request.
Background	The total of experience, knowledge and education of a person.
Complete address	Includes the street address (house number, name of the street or road, apartment number (#), if any), city/town, state and zip code.

Example:

4936 Old York Road, # 12
Philadelphia, PA. 19141

House number: 4936
Name of the street or road: Old York Road
Apartment number: 12 (number : #)
City/town: Philadelphia
State: PA (Pennsylvania)
Zip code: 19141

Educational background	what you have learned at school and the degree or diploma that you have received.
Financial situation	status regarding debts, credit standing, possessions, money, property, jewelry, etc.
First impression	What people think of you when they meet you the first time.
Employment history	What job(s) you have had in the past.
Not applicable (N/A)	Not relevant to your situation (You cannot answer this question)
Personal limitation	A physical handicap, disability or disadvantage.
Personal question	Question about you and your own life.
Prospective employer	The employer that may give you a job.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations;**
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching new vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion**;
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 3

FILLING OUT A JOB APPLICATION

I. OBJECTIVES:

In this lesson, you will:

1. Become **acquainted** with different job **application** formats;
2. Learn how to complete the different applications;
3. Understand the importance of the job application to the employer;
4. Understand the necessity of completing the application neatly and in accordance with the **instructions** given.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Acquaint (to)	យល់ដឹង	**Messy**	គ្មានសណ្តាប់ធ្នាប់
Applicant	អ្នកសុំការងារធ្វើ	**Nickname**	ឈ្មោះហៅក្រៅ
Application	ក្រដាសសុំការងារ	**Offensive**	ការអាក់អន់ចិត្ត
Apply to (to)	ដាក់ពាក្យសុំ	**Overlook**	មើលឱ្យឆ្ងាយ
Background	ជីវប្រវត្តិ	**Permit (to)**	អនុញ្ញាត
Blank	ចន្លោះ	**Personal**	ផ្ទាល់ខ្លួន
Circle	មូល. រង្វង់	**Previous**	ពីដើម. ពីមុនមក
Comfortable	ដែលស្រួល	**Prospective**	ទៅអនាគត
Consider	ពិចារណា	**Purpose**	គោលដៅ
Financial	ពីរឿងលុយកាក់	**Race**	ពូជសាសន៍
Goal	គោលដៅ	**Reference**	អ្នកធ្វើលិខិតបញ្ជាក់
Impression	ការចាប់អារម្មណ៍	**Refuse (to)**	បដិសេធន៍
Instruction	ការបង្ហាញ. បង្រៀន	**Religion**	សាសនា
Limitation	ដែលមានកម្រិត	**Self-confidence**	កក់ក្តៅក្នុងខ្លួន
List	រាយនាម	**Specifically**	ការជាក់លាក់

Suggestion	ការឱ្យយោបល់ផ្សេងៗ	**Untidy**	គ្មានការរៀបកឡេង
Type	វាយអង្គុលីលេខ. វែប.		

III. FILLING OUT A JOB APPLICATION

The employer's main **purpose** in having you fill out an **application** is to obtain important information about you. However, employers will often use the job application form to find out a great deal more about you, and about the type of work you are able to do well.

If you fill out the job application neatly and completely, this will give the employer a good **first impression**. On the other hand, if you do not fill it out completely, and if it is messy or has a number of mistakes, this will give the employer the impression that you are a **messy** or **untidy** person, and that your work will also be messy and untidy.

Before even talking to you, the employer can form an impression of how well you know English simply by looking at your job application.

The application usually has many different questions about you, your **educational background, employment history** or work experience, skills, etc. While most job applications ask for the same information, some applications use slightly different ways to achieve the same **goal**. Sometimes you will be asked to answer the questions by putting a **circle** around the correct answer. On other applications you will be asked to write out the correct answer. On some applications, you will be asked to write your first name first, while on other applications you will be asked to write your last name first. On almost every application you will see the **instructions** "Please Print or **type**", and it is very important that you do so.

The job application can tell a **prospective employer** a great deal more about the **applicant** than simply the information provided. Therefore, it is very important that you follow the instructions on the application form and fill out the application as neatly and completely as possible. Listed below are some additional **suggestions** for completing application forms:

- Always fill out a job application with a pen. If you are **permitted** to take the application home with you, type the application if possible.
- Answer every question. If the question does not **apply to** you, fill in the **blank** area with the words "**Not Applicable**" or the abbreviation "N/A". In this way you are indicating that you did not **overlook** a question.

- Always use your correct name. Do not use a **nickname** unless it is **specifically** requested.
- Always provide your complete address including your zip code.
- Always be prepared to list two (2) or three (3) **references**, and remember to write down their telephone numbers and addresses.
- Make certain that all words are spelled correctly.

In general, U.S. law does not **permit** employers to ask you questions about your **race**, your **religion**, your **financial situation** or certain other very **personal questions or limitations**. However, many job applications still request this information, and in some situations, if you **refuse** to answer these questions, the employer may simply refuse to **consider** your application. Therefore, only answer the questions you feel **comfortable** with or questions that are not too personal or **offensive** to you.

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Application	ក្រដាសសុំការងារ
Background	ជីវប្រវត្តិ
Complete address	អាស័យដ្ឋានត្រូវមាន លេខផ្ទះ ជាន់ទីឬបន្ទប់លេខ ឈ្មោះផ្លូវឬវិថី ឈ្មោះទីក្រុង ស្រុក និងខែត្រ

Example:

4936 Old York Road, # 12
Philadelphia, PA. 19141

លេខផ្ទះ: 4936
ឈ្មោះផ្លូវឬវិថី: Old York Road
ជាន់ទីឬបន្ទប់លេខ: 12 (number : #)
ឈ្មោះទីក្រុង: Philadelphia
ឈ្មោះខែត្រ: PA (Pennsylvania)
លេខសង្កាត់: 19141

Complete address	អាស័យដ្ឋានត្រឹមត្រូវ
Educational background	វិជ្ជាជីវៈ
Employment history	ជីវប្រវត្តិការងារ
Financial situation	ជីវភាពរស់នៅ
Not applicable (N/A)	ដែលគ្មានការទាក់ទង
First impression	ធ្វើឱ្យចាប់អារម្មណ៍, គួរទុកចិត្ត
Personal limitation	កម្រិតផ្ទាល់ខ្លួន
Personal question	សំណួរផ្ទាល់ខ្លួន
Prospective employer	អ្នកឱ្យការងារនៅអនាគត

V. Suggested Activities:

1. Presentation of the 3 basic application formats (to be found at the end of this lesson).
2. Discussion of the text and the **Key Words and/or Phrases** in the applications.
3. Discussion on how an application is prepared properly and neatly.
4. Preparation of job applications by students.

VI. TESTS

1. Fill in each of the blanks below with T (True /Correct) and F (False /Wrong).

Example:

_ The job application helps the employer obtain information about the applicant. (T)

1.1. _ There are different types of application forms. Most of them ask for more or less the same information.

1.2. __ You do not have to fill in all the blanks.

1.3. __ You have to write down a complete address in a job application.

1.4. __ It is okay to use a red pen or pencil to fill out an application.

1.5. __ Always sign the application.

1.6. __ "N/A" stands for "Not-Applicable."

1.7. __ You can name your family members as references.

1.8. __ By looking at the job application the employer can learn more about the applicant than simply the information provided.

1.9. __ The job application rarely asks about employment history.

1.10.__ Neatness is not really important when filling out the employment application.

2. **Fill in each of the blanks with the best word or phrase below:**

educational background
financial situation
prospective employer
not applicable (N/A)
first impression
personal questions
employment history
suggestions
overlook
type
purpose
references

Example:

U.S. laws do not allow prospective employers to ask ___________.
(personal questions)

2.1. Job applications usually ask you to print or ________the information.

2.2. The status regarding what you owe or possess, indicates your ________ ____________.

2.3. __________ means what people think of you when they meet you the first time.

2.4. If the employer wants to know what jobs you have had, he/she wants to know your ________________.

2.5. The __________of the job application is to find out about your employment history and ___________.

2.6. If you cannot answer any questions on the job application because they are not relevant to you, then you write ___________.

2.7. If the employer wants to get more information about the job applicant, he can contact _____________.

2.8. If you do not know how to handle a certain situation it is always a good idea to ask for ____________.

2.9. The applicant should not __________ any question on the job application.

2.10. The employer that asks you to fill out a job application is a_________.

3. **Fill in each of the blanks on the left column with the best letter on the right column.**

3.1. ___**suggestion**	a. this has something to do with money.
3.2. ___**employment history**	b. showing how to do certain things.
3.3. ___**overlook**	c. what you plan to accomplish.
3.4. ___**financial**	d. before.
3.5. ___**instruction**	e. advice or what people tell that you should do.
3.6. ___**purpose**	f. it has something to do with the job(s) you have had in the past.
3.7. ___**previous**	g. the reason for doing something.
3.8. ___**goal**	h. insulting, hurting feelings.
3.9. ___**permit**	i. to forget or pay no attention to.
3.10. ___**offensive**	j. to allow.

APPLICATION FORM

PLEASE TYPE OR PRINT CLEARLY

Last Name First Middle Social Security Number

Address City State Zip (Area Code) Home Phone

In case of an emergency, whom should be called? ______ Name Telephone Number

Do you have a physical handicap or limitation? If so, please explain. ☐ Yes ☐ No

What job or jobs are you applying for? ______

What special skills do you have? ______

Education: Circle Highest Grade Completed. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 +

List schools you have attended:

Grade School (last attended)

Name of School Address Dates You Attended

Junior High School (last attended)

Name of School Address Dates You Attended Did You Graduate?

High School (last attended)

Name of School Address Dates You Attended Did you Graduate?

College or Trade School Attended

Name of School Address Dates You Attended Did you Graduate?

School Clubs or Activities

Employment History (list most recent job first):

Employer Address Date of Employment Salary or Wage

Your Job Title Supervisor

Employer Address Date of Employment Salary or Wage

Your Job Title Supervisor

Employer Address Date of Employment Salary or Wage

Your Job Title Supervisor

References (not related to you):

Name Address Telephone

Name Address Telephone

Name Address Telephone

Signed

BEST COPY AVAILABLE

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

SOCIAL SECURITY NUMBER

NAME LAST FIRST MIDDLE

PRESENT ADDRESS STREET CITY STATE ZIP

PERMANENT ADDRESS STREET CITY STATE ZIP

PHONE NO.

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT

REFERRED BY

EMPLOYMENT DESIRED

POSITION

DATE YOU CAN START

SALARY DESIRED

ARE YOU EMPLOYED NOW?

IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE?

WHERE

WHEN

LAST

FIRST

MIDDLE

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
JR. HIGH SCHOOL/ MIDDLE SCHOOL				
HIGH SCHOOL				
COLLEGE				
TECHNICAL, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY?

READ

WRITE

ACTIVITIES: CIVIC, ATHLETIC, ETC.
(EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.)

MILITARY SERVICE

RANK

PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME, ADDRESS AND TELEPHONE OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS / TELEPHONE	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

(IT IS UNDERSTOOD THAT ONLY JOB-RELATED DEFECTS MAY BE USED TO DENY EMPLOYMENT TO AN APPLICANT.)

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY ( )

NAME ADDRESS AREA CODE PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

BEST COPY AVAILABLE

APPLICATION FORM

Name ____________________ Telephone ____________

Address ____________________ Social security no. ____________

____

Citizen of U.S.A. ____________

Position applied for: ____________________

Salary expected ____________ Date ready to start ____________

United States Military Service:

Date entered service ____________ Date discharged ____________ Branch of service ____________

Serial No. ____________ Describe work you did ____________________

____

Education:

	Name of school	Address of school	Dates		Did you Graduate?	Course or Degree
			From	To		
Elementary						
Junior High						
High School						
Vocational						
College						
Business or Trade School						
Other						

Teacher's Guide

LESSON 4

WRITING BUSINESS LETTERS

I. TEXT OVERVIEW

In this lesson, students will explore an alternative method of searching for a job, through the use of a business letter.

Students will learn about the different types and purposes of business letters, as well as their importance in the job search.

Upon this foundation, the differences between business letters and personal letters will be discussed, in terms of format, content, and style. Handwritten and typed letters will be discussed, pointing out to the student the advantages that one form of business letter can have over the other.

Finally, students will prepare their own business letters, using the different forms and styles, with a particular emphasis on clarity and neatness.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Clerk typist	A clerk who can also type well.
Cover letter	Letter stating the sending of another document such as a resume, references or letters of recommendation..
Employer's convenience	When the employer is available or has free time.
Establish first contact	Make contact for the first time.
First draft	The document written the first time. It needs **proofreading,** changes and **improvements.** The final document ready to be used or printed is called the final draft or copy.
Inquiry letter	Letter requesting certain information.
Interview	A formal meeting at which information about the interviewee is obtain.
Letter of application	Letter to apply for something such as a job or admission to a training program.
Personal interview	A face-to-face interview involving you and the interviewer.
Proper punctuation	The correct use of punctuation marks such as the **period** (.), the **comma** (,), the **question mark** (?), the **semi-colon** (;), the **exclamation mark** (!), etc.

Sell oneself	An effort to impress somebody with your capabilities or skills.
"Thank you" letter	Letter expressing appreciation or gratitude.
Typing service	Typing (usually for a fee) is provided for those who need it.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations;**
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching **new** vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion;**
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 4

WRITING BUSINESS LETTERS

I. OBJECTIVES:

Upon completion of this lesson, you will:

1. understand the importance of business letters;
2. learn about the different types of business letters;
3. learn how to use business letters in your job search;
4. be able to write business letters yourself.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Achieve (to)	បំពេញគោលបំណង	**Proofreading**	អានដោយផ្ចិតផ្ចង់
Attention	ប្រុងប្រយ័ត្ន.យកចិត្តទុកដាក់	**Punctuation**	ប្រើខណ្ឌសញ្ញា (។)
Base upon (to)	គោលទៅតាម	**Qualification**	មានសិទ្ធិនឹងទទួល
Contact	ទាក់ទង	**Quality**	គុណភាព
Convenience	ស្ថានភាពដែលហុចឱ្យ	**Refer (to)**	យោលតាម. បញ្ជូន
Convince (to)	យោលទៅតាម	**Referral**	ការបញ្ជូន
Crucial	សំខាន់. ចាំបាច់	**Resume**	ក្រដាស់សង្ខេបរកការងារ
Draft	ព្រៀងទុក	**Satisfy (to)**	ពេញចិត្ត
Establish (to)	បើក	**Signature**	ហត្ថលេខា
Hand-write (to)	សរសេរដៃ អក្សរដៃ	**Specifically**	ការជាក់លាក់
Impressive	សេចក្តីចាប់អារម្មណ៍	**State (to)**	ថ្លែងប្រាប់
Improve	បង្កើន. ប្រសើរជាងមុន	**Succeed (to)**	សម្រេចគោលបំណង
Improvement	ការប្រសើរជាងមុន		

III. WRITING BUSINESS LETTERS

Business letters have different forms. The following are some of the most common forms:

A. Letter of Application

The employer will probably not interview all of the applicants who may apply for employment. Therefore, it is necessary that you **convince** the employer that you are one of the applicants who should be interviewed. That is why filling out the job application properly or writing a good **letter of application** is so important. The letter of application and the job application can help you **sell yourself** to an employer even before you have the opportunity to meet him/her.

Many times, writing a letter of application may be the only way to get a **personal interview** and be considered for a particular job. Listed below are some of the situations when you should write a letter of application:

- When you want to apply for a job in another city;
- When you answer a newspaper want - ad that specifically asks you to apply by letter through the mail;
- If you want to apply for a job, through a specific person, **based upon a referral** from a family member or friend;
- When an employer requests that you write a letter of application; or
- When you are simply inquiring if a job is available at a company that you would like to work for.

You must always remember that in most cases when you write a letter of application, you in fact **establish first contact** with the company. From your letter of application, the employer will form a first impression of you. Therefore, it is **crucial** that you make a good first impression by writing a good business letter.

You should always type your letter, unless you have been asked to **hand-write** it. Take your time, and type your letter neatly. A neatly typed letter, in the proper format and with all of the words spelled correctly, can be very **impressive**.

If you do not know how to type, or do not have a typewriter, ask a friend to type your letter for you. If you do not know anyone who can type, look for a local **typing service** to type your letter for a small fee.

If you are sending this letter to apply for a job as a **clerk typist** for instance, your letter of application is really important. It will be a good opportunity to show the employer how well you type, and how much you know about business letters.

The following suggestions will help you write good business letters:

- Always write a first copy, or "**first draft.**" Make certain your letter says exactly what you want to say in good English. Pay **attention to proper punctuation** (the use of the period, comma, question mark, semi-colon, etc.). Also, ask a friend or a teacher to read it, and make any suggestions or corrections to **improve** the **quality** of the letter. When you are **satisfied** with the letter and the form, have the letter typed neatly;

- Never **state** in your letter how badly you need a job or how nervous you are feeling about writing this letter. You should tell the employer how well you can help him/her if you are given the job;

- Always begin your letter by telling the employer how you heard about him/her, or who **referred** you to the company;

- Next, indicate a particular job, or group of jobs that you are interested in;

- Now that you have explained that you are applying for a particular job, tell the employer your **qualifications** or skills which will enable you to do a good job for the company.

- Finally, ask the employer for an interview, at "**the employer's convenience**," and always remember to close the letter with a short "thank you".

B. Cover Letter

Business letters are written for many other reasons. A **cover letter** is different from a business letter. If you are asked to send a **resume** to an employer, the letter that you send with the resume is called a "cover letter." In the cover letter, you thank the prospective employer for the opportunity to send your resume and apply for a job. You should also express your interest in having a job interview with the prospective employer at his/her convenience. A well-written cover letter can help you get a job interview.

C. Inquiry Letter

If you want to get information about job openings, you can write the prospective employer an **inquiry letter**. In this letter you can ask if there are jobs available and what kind of jobs the employer wants to fill. You can also request the employer to send you a job announcement and a job application.

D. "Thank you" Letter

If the employer answers your letter and invites you in for an interview, you should send a "thank you" letter after the interview.

A good business letter helps you succeed in your job search. Many times, the person who can write a good business letter and make a good first impression will have the best chance to get a job. Examples of a letter of application, a cover letter and a "thank you" letter are provided at the end of this lesson.

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Clerk typist	ស្មៀនវាយអង្គុលីលេខ
Cover letter	សំបុត្ររាយការណ៍
Employer's convenience	ពេលដែលហុចឱ្យរបស់ម្ចាស់ការងារ
Establish first contact	បើកការទាក់ទងជាមុន
First draft	ព្រៀងទុកទីមួយ
Inquiry letter	សំបុត្រសួរពីដំណឹងផ្សេងៗ
Letter of application	សំបុត្រដាក់ពាក្យសុំធ្វើការ
Personal interview	សុំធ្វើសម្ភាសន៍ផ្ទាល់ខ្លួន
Proper punctuation	ដាក់ខណ្ឌសញ្ញាឱ្យត្រឹមត្រូវ
Sell oneself	បង្ហាញភាពពិតរបស់ខ្លួន
"Thank you" letter	សំបុត្រថ្លែងអំណរគុណ
Typing service	ក្រសួងវាយអង្គុលីលេខ

Sample Letters

In the next page you will find samples of the different types of business letters that can help you in your job search: thank-you letter, letter of application, cover letter, and inquiry letter. These sample letters give you an idea how they look and what you should include. You should practice writing different business letters as many times as you can, and also discuss your letters with your teacher, counselor or someone who can write English well. These people can help you not only to write but also to improve the quality of your letters.

Thank-You Letter

984 Hope Lane
Abington, PA 19041
(215) 598-0826
May 24, 1993

Mr. Henry Mac Donald
Great Lake Company
1234 Heaven Road
West Middletown, PA 12890

Dear Mr. Mac Donald:

I greatly enjoyed meeting with you this week, and I am certain that the job at your company would suit me well. Your enthusiasm and insight proved to be very motivating for me.

Should you require any further information, please do not hesitate to call me at (215) 123-4567.

Thank you for your time and kind consideration, and I look forward to hearing from you soon.

Sincerely yours,

Sam Nguyen

Letter of Application

985 Farmer Road
Fort Washington, PA 19043
(215) 547-0981
June 12, 1992

Mr. John Smith
Manager
Logan Computer Store
15 Eastmoreland Street
Philadelphia, PA 19141

Dear Mr. Smith:

I am interested in working at your store. I would like to be considered for the position of a salesperson. The enclosed resume will provide you with the details of my background and qualifications.

I strongly feel that my skills would benefit your business. I am a hard working, responsible worker. I know that if you hire me, you will be pleased with my performance.

I would welcome the opportunity to meet with you to discuss any job openings.

Thank you for your time and consideration, and I am most anxious to hear from you soon.

Sincerely,

Han Chin

Cover Letter

35 Heaven Drive
Rockville, PA 19709
(717) 895-8923
July 7, 1993

Mrs. Nancy Yim
Director of Personnel
Asia Bakery Company
4321 Daffodil Avenue
Sandy Beach, Florida 17831

Dear Mrs. Yim:

Enclosed please find a copy of my resume as requested. As you will see I am quite qualified for the job opening at your company.

I sincerely hope that you will give me the opportunity to meet with you to discuss the possibility of employment at your company.

I am looking forward to hearing from you soon. Please accept my thanks for your time and consideration.

Very truly yours,

Miss Tan Suh

Inquiry Letter

2921 Rushcomb Road
Yourtown, Fl. 57830
(687) 879-0432
June 23, 1993

Mrs. Joan Braun
Director of Human Resources
Trident Grocery Wholesale
758 Main Street
Hopeville, TX 78493

Dear Mrs. Braun:

I am interested in learning of any job openings in your company. Having had three years of experience as a produce clerk, I feel I can serve your company well.

If there are any positions available, would you please contact me at your earliest convenience, or send me a job announcement? I can be reached at (687) 879-0432 or at the address above.

Thank you for your time and consideration.

Sincerely yours,

Lan Trinh

V. TESTS

1. Fill in each of the blanks on the left column with the best answer on the right column.

1.1. ___ **greeting**
1.2. ___ **contact**
1.3. ___ **impressive**
1.4. ___ **succeed**
1.5. ___ **qualification**
1.6. ___ **convince**

a. To persuade; to make someone believe in doing something.
b. Skills or education that fits you for the job.
c. Getting better.
d. To review to find and correct mistakes.
e. Meeting; to get in touch with.
f. To meet the needs of.

1.7. ___ **improvement**
1.8. ___ **attention**
1.9. ___ **satisfy**
1.10.___ **proofreading**

g. To achieve a goal.
h. Causing wonder and admiration.
i. Concentration; readiness or observation.
j. Saying "Hello", "Good morning" etc.

2. **Fill in each of the following blanks with T (True/Correct) or F (False/Wrong).**

Example:

__ The prospective employer does not always look at the resume of the applicant (F)

2.1. ___ Good business letters are not a necessary part of the job search.

2.2. ___ When writing a business letter, pay attention to punctuation.

2.3. ___ It is always a good idea to handwrite a letter of application.

2.4. ___ A letter of application gives you the opportunity to sell yourself to a prospective employer before you have the chance to meet him/her.

2.5. ___ An inquiry letter is used to ask the employer to give you a job.

2.6. ___ When you send a resume' to an employer, the letter you attach to it is called the "cover letter".

2.7. ___ In the cover letter you should express interest in having a job interview with the employer at his/her convenience.

2.8. ___ It is not necessary to send a "thank you" letter after the job interview.

2.9. ___ A well-written cover letter can help get a job interview.

2.10.___ In order to write a good business letter, you should write a first draft.

3. **Fill in the blank with the best word or phrase below:**

resume
application
inquiry letter
interview
handwritten
attention

referred
cover
convenience
establish first contact
impressive
specifically

improve
punctuation
sell yourself
qualifications
satisfied
crucial

Example:

The job applicant should always bring a resume to the job __________. **(interview)**

3.1. A letter of __________ may help to __________ the employer that you are one of the applicants who should be interviewed.

3.2. A good business letter requires proper ______________.

3.3. If you wish to get information about job openings, you should write an --------------.

3.4. A letter of application helps you to ______________________ with the prospective employer.

3.5. Make sure that you are _________ with your business letter before you send it out.

3.6. A professional looking letter can be __________.

3.7. Properly filled-out job application and a well-written ______letter can help you -------------.

3.8. It is advisable to begin a business letter by telling the employer the name of the person who ___________ you to him/her.

3.9. In the cover letter, you should ask the prospective employer to give you a job __________ at his/her __________.

3.10. Besides your resume, your job application gives the prospective employer the opportunity to look at your ________________.

3.11. Proofread your business letter carefully and make any necessary corrections in order to ______________the quality of the letter.

3.12. ___________ business letters do not impress the prospective employer.

3.13. A cover letter is necessary when you send a job application and a _______ to the prospective employer.

3.14. In order to make a good first impression, it is _________ to write a good business letter.

3.15. Pay ___________ to proper punctuation and spelling when you write business letters.

Teacher's Guide

LESSON 5

WRITING A RESUME

I. TEXT OVERVIEW

In this lesson, the major emphasis will be on providing the students with the skills necessary to organize their personal data, education, qualifications, employment history and other information, so as to present themselves to a prospective employer by way of a written document known as a "resume". The lesson will show the students how to prepare such a document in a succinct and informative manner.

Keep in mind that limited English proficient students , generally speaking, come from countries where a resume is not required in the job search process. In fact, many people in these countries have never heard of such a thing as a resume. Therefore, it is necessary to explain the importance of this document, and to help your students write their own resume.

Initially, the students will gather their personal data, focusing on the tasks of collecting the data, and then organizing them in such a way that they are able to communicate to others their personal history, skills, and special talents. These tasks can be accomplished by utilizing a simplified personal data sheet.

Having acquired these basic skills, the students will learn how to prepare a more detailed data sheet, the resume; and will begin to learn about the importance of a resume for their future success in finding a job. Clarity, style, neatness, and completeness of this important document will be discussed. A sample of a typical resume and its format can be found at the end of this lesson and before the tests. Please discuss the vocabulary and/or phrases commonly found in a resume with the students.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Be better prepared	More able and ready to do something.
Course of studies	Program of studies, subjects to study.
Highest level of schooling	The highest school grade completed.
In detail	With more information.
Individual personal history	Life and achievements of a particular person.

Marital and immigration status	State of affairs regarding marriage and immigration.
Machine tool	power-driven machine used to sharpen solid work.
Personal background data	Information about the history of one particular person.
Personal information	Information or knowledge about a particular person.
Preliminary data	Introductory or first information which will lead to something else.
Prospective employer	A possible employer.
Resume	A short written account of person's career and qualifications.
Status	the condition of a person or thing in the eyes of the law.
Succinct manner	A way to express something clearly and to the point without wasting words.
Work experience	What has been learned by doing certain work.
"You will never have a second chance to make the first impression"	First impressions are very important. If you do not make a good impression upon first contact, it will remembered.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations;**
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching new vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion**;
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 5

WRITING A RESUME

I. OBJECTIVES:

Upon the completion of this lesson, you should be able to:

1. **gather** and **evaluate** your **personal background data**, education, training, work experience and skills;
2. organize and **summarize** this personal information in a **preliminary data sheet form**;
3. prepare your own **resume**; and
4. understand the purpose of the resume and the necessity for it to be prepared properly and neatly.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Accurate	ត្រឹមត្រូវ, ពិត	Gather (to)	ប្រមូលផ្តុំ
Achieve (to)	បំពេញគោលបំណង	History	ប្រវត្តិរូប
Advertising	ការផ្សាយ	Immigration	អន្តោប្រវេសន៍
Alien	អ្នកដែលរស់នៅក្នុងប្រទេសគេ	Impersonal	មិនផ្ទាល់ខ្លួន
Applicable to	អនុវត្តបានត្រឹមត្រូវ	Legal	តាមច្បាប់
Background	ជីវប្រវត្តិ	Level	ថ្នាក់ ឬ ជាន់
Citizen	ប្រជាពលរដ្ឋ	Logical	ស្របតាមហេតុផល
Collect (to)	ប្រមូល, សន្សំទុក	Manner	របៀប
Data	ទិន្នន័យ	Marital	ប្តីប្រពន្ធ
Design (to)	ប្លង់, គំនូរ	Married	បានរៀបការ
Divorced	បានលែងលះគ្នា	Mention	ប្រាប់ឱ្យដឹងមុន
Emphasize (to)	បញ្ជាក់	Omit (to)	មិនបូកបញ្ចូល
Evaluate (to)	ឱ្យតម្លៃ	Organization	ការរៀបចំ

Preliminary	ចាប់ផ្តើម. ដំបូងបង្អស់	Single	លីវ. មិនទាន់រៀបការ
Presentation	ការបង្ហាញឱ្យឃើញ	Status	ឋានៈ
Prospective	ទៅអនាគត	Strength	ភាពរឹងមាំ
Recommend (to)	សំបុត្រគាំទ្រ	Style	ម៉ូដ. ម៉ាក
Resume	ក្រដាស់សង្ខេបរកការងារ	Succinct	ខ្លីហើយច្បាស់លាស់
Review	សារឡើងវិញ	Summarize (to)	បង្រួញឱ្យខ្លី
Saying	ការកំពុងនិយាយ	Summary	សង្ខេប
Schooling	កំពុងនៅពេលសិក្សា	Widowed	មេម៉ាយ
Shortcoming	កំហុស		

III. WRITING A RESUME

A **resume** is a **summary** of an **individual personal history** : education, skills and experience. The resume may **capture** an employer's attention or interest, which may lead to a job interview.

In addition to **personal information** such as name, address, telephone number, **marital status (single, married, divorced,** or **widowed,** etc.) and **immigration status** (American **citizen, legal alien,** etc.), the resume is a summary of a person's history including information about his/her skills, educational background, **work experience** and what he/she has **achieved** in his/her life. It should be written in a **succinct manner**. It is a form of **advertising** , or selling oneself. In the case of a job search, the resume helps get the **prospective employer's** attention, and hopefully a job interview.

Because your resume represents you, keep it neat, specific and **accurate**. It should be typed. Remember the old but true **saying,** **"You will never have a second chance to make a first impression."**

There is no ideal length for the resume, but most people agree that it should be no more than two pages. Therefore, **emphasize** your **strengths**, and **omit** your **shortcomings** rather than try to explain them. **Mention** your education **in detail** because the employer is interested in your **highest level** of **schooling**, and in any **courses of studies** that are directly **applicable to** the job you are seeking.

Two **styles** of **presentation** are **recommended**. First, what might be called an "**impersonal** present tense ". For example, "supervising twenty-four clerks", "designing machine tools", "selling women's clothing", etc. This style requires the use of "**-ing** "at the end of the verb (to supervise/ supervising, to design/designing, to sell/selling, etc.). The second style requires the use of the past tense, for instance "supervised twenty-four clerks", "designed machine tools", "sold women's clothing", etc.

Remember that writing a resume requires not only a **review** of your experience and education but also a clear and **logical organization** of the **collected** data. You will learn about yourself while going through this exercise, and **be better prepared** to make a good presentation at the job interview. Finally, you should always bring at least one copy of your resume to a job interview.

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Be better prepared	ត្រៀមទុកជាមុន
Chance to make the first impression	មានផ្លូវអោយគេចាប់អារម្មណ៍
Course of studies	មុខវិជ្ជាសិក្សា
Highest level of schooling	ថ្នាកខ្ពស់បំផុត
In detail	យ៉ាងល្អិតល្អន់. គ្រប់សព្វ. ជាពិស្ដារ
Individual personal history	ជីវប្រវត្តិរបស់មនុស្សម្នាក់ៗ
Machine tool	ប្រដាប់ប្រដារធ្វើម៉ាស៊ីន
Marital and immigration status	ជីវប្រវត្តប្ដីប្រពន្ធ និងអន្តោប្រវេសន៍
Personal background data	ជីវប្រវត្តដើម
Personal information	ពត៌មានផ្ទាល់ខ្លួន
Preliminary data	សេចក្ដីដំបូង
Prospective employer	អ្នកឱ្យការងារនៅអនាគត
Succinct manner	រៀបចំឱ្យច្បាស់ហើយខ្លីៗ
Work experience	ការងារដែលធ្លាប់ពិសោធន៍
"You will never have a second chance"	ដែលមិនអាចមានជាលើកទីពីរ

Sample Resume

Sam Nguyen

194 W. Tabor Road
Philadelphia, PA 19120
Telephone: (215) 555-1234

Marital status: Married with two small children.

Immigration Status: Legal alien with work permit.

Objective: Seeking an entry level position, one with growth and potential in a well- established business. I am applying for a full-time clerical position with benefits.

Skills:
Filing, record keeping, and operation of office machines
Computer literate / Typing 35 wpm

Employment:
Office clerk 7/92 - 9/92
Indochinese-American Center
4936 Old York Road
Philadelphia, Pa 19141
(215) 457-0272
Supervisor: Nick Burenstein

Assistant Clerk
Career Education, Inc. 7/91 - 9/91
5131 Market Street
Philadelphia, PA 19103
(215) 789-6666
Supervisor: Elaine Lopez

Education:

Olney High School
Front Street and Duncannon Avenue
Philadelphia, PA 19120
Grades: 9-10

Hobbies: Playing sports, listing to music and reading.

References: Furnished upon request.

V. TESTS

1. Circle the best answer.
Example:

Personal background data:

a. is the information about the employer.
b. helps you to understand more about the employer.
c. is the information about the history of one particular person. **(Best Answer)**
d. indicates your interest in applying for a job.

1.1. A resume is:

a. a data sheet describing an individual's life and achievements.
b. a summary of employment experience.
c. a letter of job application.
d. legal document used in the job search process.

1.2. Why do you need a resume?

a. To request information about job openings.
b. To write a "thank-you" letter to a prospective employer.
c. To answer all the questions during a job interview.
d. To be used in the job search.

1.3. What does your interviewer try to find out when he/she looks at your resume?

a. Your abilities and skills.
b. Your work experience
c. Your educational background
d. All of the above

1.4. In the work experience or employment section, you should mention:

a. Your supervisor's name.
b. Address of your old company
c. Your position at that company
d. All of the above.

1.5. Try to keep your resume neat, specific and accurate because
a. it saves you money.
b. it represents you.
c. the employer wants to keep it for a long time.

d. none of the above.

2. Fill in each of the following blanks with T (True/Correct) or F (False/Wrong).

Example:

__Work experience does not necessarily help when you apply for employment. (F)

1. ___A resume is a summary of your job experience only.
2. ___If possible, resumes should be typewritten.
3. ___Your zip code is part of your address.
4. ___A resume is a business letter.
5. ___A resume is not important in finding a job.
6. ___ A resume does not need to be neat.
7. ___You should always bring your resume to a job interview.
8. ___Resumes should be hand-written.
9. ___You should list your relatives as references.
10. ___Your resume is a reflection of your father's personal data sheet.
11. ___Your resume should be well-organized.
12. ___You should list all the members of your family in the resume.
13. ___Your hobbies and interests are listed under your education.
14. ___Under references, it is better to state "Available Upon Request" rather than listing many names.
15. ___In your resume you should mention what you dislike.

3. Fill in each of the blanks on the left column with the best answer on the right column.

3.1. ___status
3.2. ___data
3.3. ___shortcoming
3.4. ___style
3.5. ___summary
3.6. ___advertise
3.7. ___history
3.8. ___alien
3.9. ___gather
3.10.___succinct
3.11.___widow
3.12.___strength
3.13.___accurate
3.14.___immigration
3.15.___legal

a. to announce; publicize; call attention to something.
b. foreign; was not born in the country.
c. a brief report covering the main points.
d. to collect; bring together.
e. a woman whose husband has died.
f. legal condition; position.
g. facts; figures; information.
h. clear and brief.
i. manner or way of expression in language.
j. an account of the past.
k. something you are very good at; force.
l. weakness; needs to be improved.
m. going to another country to live and work.
n. has something to do with the law.
o. precise; correct.

Teacher's Guide

LESSON 6

THE JOB INTERVIEW

I. TEXT OVERVIEW

In this lesson students will learn the basics of the job interview and how to conduct themselves in an interview.

The students will understand the importance of the interview and why a prospective employer places so much value upon such a meeting. Emphasis will be placed upon preparation, including the conversation to schedule the interview; obtaining the directions to the location of the interview; appearance, punctuality and preparation for the meeting.

In addition, students will learn the appropriate behavior expected of them during the interview, and will develop skills to be able to respond comfortably to the interviewer.

Finally, students will learn the proper follow-up to an interview, either through a telephone call or a letter.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Attitude	How you feel about yourself and people whom you come into contact with. A "good attitude, " or "good feeling" helps make good impression.
Clean shaven	Hair cut neatly and beard or mustache shaved closely to the skin.
Courteous	Being cheerful, friendly and respectful, and also **having manners**. "Please," "Thank you," "You're welcome" and Excuse me" are some examples of courteous words and expressions. Being courteous shows that you have a good attitude, and helps make a good impression.
Do your best	Try to do whatever you can to the best of your ability.
Dress code	What you should wear and what you should not wear.
Extra-curricular activities	Activities usually scheduled outside the **curriculum** and after school. Example: sports, club meetings, etc.
Eye contact	Looking straight into the eyes of the person you speak to.
First impression	People often form an immediate **opinion** about another person because of what they see in that person the first time. If, for example, a person is wearing dirty clothes the

	first impression may be that this person is dirty or untidy. Showing an employer that you are honest and **considerate** helps make a good "first impression."
Follow-up action	Action taken after completion of an event or task to **monitor** results for possible **corrective** action or support.
Follow instructions	Do exactly what you are told or **instructed** to do.
Grooming	The personal appearance or the look. In the job interview, grooming influences the first impression.
Having manners	Behaving well and being **respectful** to others
In person	Physically present.
Interviewing process	The way the interview is **conducted**; the different steps by which an interview is conducted.
Job search process	The process or steps by which the search for job is conducted.
Pay scale	The listing of different salaries or wages based on the position, length of service, **qualification**, etc.
"Round-about"	Not directly; talking about something else before going to the subject or question.
Starting salary	The salary that you will receive after you start working.
To the point	Directly.
Well-groomed	Good **appearance** in terms of dress and look. Being "well-groomed" helps make a good first impression.
Well-prepared	Ready and able to perform a certain task.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations**;
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching **new** vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion**;
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 6

THE JOB INTERVIEW

I. OBJECTIVES:

In this lesson, you will learn about the **interviewing** process, and upon completion of this lesson, you should be able to:

1. understand the importance of a job interview;
2. **schedule** an interview;
3. present yourself effectively;
4. respond to a variety of questions commonly asked during a job interview.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Appearance	ការបង្ហាញ
Argumentative	ប្រកែក, រករឿង
Attitude	ចរិត, ចរិយា, មារយាទ
Be over (to)	បញ្ចប់
Benefit	ប្រយោជន៍
Bothersome	ដែលរំខាន
Conduct (to)	ដឹកនាំ ធ្វើ
Confidence	ដែលទុកចិត្ត
Considerate	ពិចារណា
Corrective	កែតម្រូវ
Courteous	ការគួរសម
Curriculum	កម្មវិធីសិក្សា
Direction	គោលដៅ, ទិស
Disagree (to)	មិនយល់ស្រប
Document	ឯកសារ
Duty	យាម, កិច្ចការ
Encourage (to)	លើកទឹកចិត្ត
Extra-curricular	កម្មវិធីក្រៅ
Favorite	ដែលចូលចិត្តជាង
Fidget (to)	រពិស, មិននៅស្ងៀម
Follow-up (to)	រំលឹក
Formal	ធម្មតា
Full-time	ធ្វើការពេញម៉ោង, (៤០ម៉ោងក្នុងមួយអាទិត្យ)
Groom (to)	សំអាង, លាប
Grooming	សំអាងខ្លួនប្រាណ
Hobby	ចូលចិត្តធ្វើនៅពេលទំនេរ
Honestly	សេចក្ដីស្មោះត្រង់
Instruction	ការអប់រំ, ណែនាំ

Interrupt (to)	រំខាន
Interview (to)	សម្ភាន៍
Interviewee	អ្នកឆ្លើយ
Interviewer	អ្នកសួរ
Introduce	បង្ហាញ, ណែនាំអោយស្គាល់
Monitor (to)	ត្រួតពិនិត្យ
Opinion	យោបល់
Opportunity	ភាពដែលអាចមានឡើង
Part-time	ធ្វើការតិចជាង៤០ម៉ោងក្នុងមួយអាទិត្យ
Position	មុខងារ
Pronounce (to)	អានតាម
Pronunciation	សូរសម្លេង, សូរស័ព្ទ
Qualification	មានសិទ្ធិនឹងទទួល, គុណសម្បត្តិ
Quit (to)	ឈប់, លាលែង
Reference	អ្នកធ្វើលិខិតបញ្ជាក់
Respectful	គោរពកោតខ្លាច
Review (to)	សារឡើងវិញ
Rush (to)	ប្រញាប់ប្រញាល់
Schedule (to)	កាលវិភាគ
Slang	ពាក្យធាតផ្សារ
Slouch (to)	អង្គុយទ្រេតទ្រោត
Spare (time)	ពេលទំនេរ
Straightforward	តាមត្រង់
Supervisor	អ្នកមើលការខុសត្រូវ
Truthfully	ដោយស្មោះត្រង់
Workplace	កន្លែងធ្វើការ

III. THE JOB INTERVIEW

A. What Exactly is a Job Interview?

A job **interview** is a **formal** meeting between the job applicant (the **interviewee**) and the employer (the **interviewer**). Usually, the meeting will last about twenty minutes or half an hour. Sometimes, it will last longer, sometimes it will be a little shorter. The interview is the most important part of the **job search process**.

For the employer, the interview is the best way to find out what the job applicant is really like. After reading the job applicant's resume and cover letter, and after looking over the job applicant's job application form, the employer finally gets to meet the job applicant **in person**.

For you, the job applicant, the interview is very important because it gives you an **opportunity** to meet the person you may be working for. The interviewer will ask a number of questions about your background: education, work experience, skills, interests, **hobbies**, etc. After having answered all of these questions or if you are **encouraged** by the interviewer to ask any questions you might have about the job, including wages or salary and **benefits**, you might do so. At the end of the interview, do not forget to show the interviewer how much you want the job, and how well you will be able to serve the company.

B. Preparing for the Interview

In order to **do your best** at the interview, you must prepare yourself before the actual meeting or interview.

First, when the interview is **scheduled**, write down the exact time of the meeting. Next ask for **directions** to the place where the meeting will be held. Even if you think you know where the location is, **double-check** it. Write down the directions correctly to be certain that you are going to the correct address.

In addition to the resume and the properly completed job application, ask the contact person if he/she wants you to bring any additional **documents**.

Finally, find out the name of the person who will interview you. Make sure that you know how to **pronounce** his/her name properly. If you are not sure of the name, or the **pronunciation**, ask the person you are speaking with to repeat the name, and spell it out for you. Also ask the title or **position** of the person you are going to see.

The day before the interview, **review** the time of the interview, the location, the name of the person you will be meeting, and any additional documents which you have been asked to bring with you. Make sure to fill out a job application form, if you have been asked to do so, and have all of the information ready, including the names and addresses of your **references**.

Also, make certain that you know exactly where the meeting will be and how you will get there. Are you going to drive or take a bus or train? Maybe somebody is going to take you there. Think about what clothes you will be wearing, so that during the meeting you will look **well-groomed** and **confident**. Your **appearance** is also very important.

C. The Interview

Try and plan your day so that you will arrive at the interview about 5 or 10 minutes early. Arriving late or **rushing** in does not start the meeting off well.

When you finally meet the interviewer, **introduce** yourself and speak in a friendly but **respectful** manner. Do not use **slang** or **interrupt** the interviewer while he/she is speaking . Answer his/her questions **honestly** and with a voice which will make him/her believe that you want the job, and that you will be able to do well what will be asked of you. It is to your advantage to indicate that you are able to **follow instructions** from **supervisors**, and also indicate that for you to have a right **attitude** in the **workplace** is very important. There may be more than one interviewer. In that case, try to answer all their questions.

After the interview, whether or not you like the interviewer, or would like

to work for the company , it is always a good practice to take some type of **"follow-up"** action. For example, if you were told to call back in a week, make certain to do just that. If you were told that someone would contact you, it would be a good idea to send a "thank you" letter to the interviewer. This letter will show the interviewer that you are interested in working for the company, and it will also keep your name fresh in their minds as they decide whom they will hire.

If you have followed all of the above suggestions, you should feel confident and be **well-prepared** for any question they may ask you at the interview. The following are some of the questions commonly asked during the job interview.

D. COMMON INTERVIEW QUESTIONS

It will be very helpful if you look over these questions carefully, and think about how you would answer them well, to guarantee a successful job interview.

- "Why would you like to work for our company?"
- "Are you looking for a **full-time** or **part-time** position?"
- "Why do you think that you can do this job?"
- "Where have you worked in the past? Why did you **quit** those jobs?"
- "What were your **favorite** subjects in school? What were your least favorite subjects?"
- "Did you participate in any **extra-curricular** activities at school? If so, what were they?"
- "What would you like to do in five years? In ten years?"
- "Would you rather work alone or with others?"
- "What do you feel are your main strengths? What is your main weakness?"
- "What do you like to do in your **spare time**?"
- "What **starting salary** do you expect?"
- "Have you ever had any serious illnesses in the past?"
- "Do you smoke cigarettes?"
- "When can you begin to work?"
- "How did you become interested in this company?"
- "Are there any questions that you want to ask?"

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

Clean shaven	កាត់សក់ និងកោរពុកមាត់ឱ្យស្អាត
Do (to) one's best	ដែលអាចធ្វើទៅបាន
Do your best (to)	ដែលអាចទៅបាន
Double check (to)	ពិនិត្យម្តងទៀត
Dress code	ស្លៀកពាក់ឱ្យត្រឹមត្រូវ
Extra-curricular activities	មុខវិជ្ជាផ្សេងៗទៀត
Eye contact	មើលគ្នាទៅវិញទៅមក
First impression	ធ្វើឱ្យចាប់អារម្មណ៍, គួរទុកចិត្ត
Follow instructions	ធ្វើតាមបង្គាប់
Follow-up action	ចលនាក្រោយៗទៀត
Having manners	ចរិយា, លក្ខណៈត្រឹមត្រូវ
In person	ដោយផ្ទាល់មុខ
Interviewing process	ដំណើរការសម្ភាន៍
Job qualification	គុណសម្បត្តិ នឹងការងារ
Job search process	គម្រោងរកការងារ
Pay scale	តារាងប្រាក់ខែ-ឆ្នាំទៅតាមសមត្ថភាព
"Round about"	និយាយពីនេះពីនោះ, មិននិយាយចំៗ
Starting salary	ប្រាក់ប្រចាំខែ-ឬឆ្នាំដំបូង
To the point	និយាយចំៗ
Well-groomed	ស្លៀកពាក់តាមលក្ខណៈ
Well-prepared	រៀបចំទុកជាមុន

V. TIPS FOR A SUCCESSFUL JOB INTERVIEW

In order to have a successful job interview, you should remember:

- to fill out the job application as completely and as neatly as possible.

- to bring your resume' with you and attach it to the job application.
- to bring a small notebook and a pen with you to take notes.
- to go to the interview alone. If someone drives you to the interview, ask him/her to wait for you outside.
- that smoking, or using any type of tobacco product, or chewing gum during the interview does not give a good impression.
- that appropriate dress, **being clean shaven** and neatly combed hair give a good **first impression**. Dress appropriately for the job interview and ask about the company's **dress code** when you schedule the interview.
- that body smell, including bad breath and certain perfumes, can turn off the interviewer and give him/her a bad "first impression" of you.
- that if you are standing, stand up straight. If you are sitting, sit up straight. Do not **slouch**.
- that crossing the legs, **fidgeting** around or moving too much can be **bothersome** to the interviewer.
- that whenever you speak to the interviewer, look directly at the interviewer and try to maintain **eye contact**.
- to speak clearly and with a pleasant voice.
- to answer all questions in a **straightforward** manner and **to the point.** Do not give "**round-about**" answers. Answer each question directly and as **truthfully** as possible.
- that if you **disagree** with the interviewer, do not express your disagreement, and do not be **argumentative**.
- to ask the interviewer to explain, if you do not understand anything that he/she says.
- that when the interviewer gives you an opportunity to ask questions, do ask about the exact **duties**, working hours, **pay scale**, benefits, or any questions you wish to ask.
- that after the interview is **over**, thank the interviewer for his/her time, and ask when you can expect to hear from him/her about the results of the interview.

SAMPLE OF A THANK-YOU LETTER

January 1, 1993

Mr. Jack Smith
Personnel Director
Sporting Goods, Inc.
20 Shippers Avenue
Philadelphia, PA 19132

Dear Mr. Smith:

I really appreciate the interview that you gave me on Thursday, December 24, 1992. I now have a much better understanding of the type of business Sporting Goods, Inc. does, and the kind of work I will be doing for your company. I am certain that I will enjoy working for your company.

Thank you for your time and consideration. I hope I will hear from you soon concerning your decision about the position I was interviewed for.

Very truly yours,

Sin Chhay

VI. TESTS

1. Fill in each of the following blanks with T (True/Correct) or F (False/Wrong).

Example:

_The dress you wear for the job interview can be important. (T)

1.1.___ You will make a good first impression if you are shy when you introduce yourself.
1.2.___ The interviewer might think that you have something to hide if you do not look straight into his/her eyes.
1.3.___ A good first impression helps make the job interview successful.
1.4.___ Grooming is not really important. An interviewer does not necessarily care how you look.
1.5.___ It does not matter if you are late for the interview.
1.6.___ You should not ask any questions at the job interview.
1.7.___ The job interview is the most important part of the job search process.

1.8.___ You should interrupt the interviewer if you wish to argue with him/her.

1.9.___ Preparation for the job interview helps make it a success.

1.10.___ It is always a good idea to bring a copy of the resume to the job interview.

2. Complete each of the sentences, using the best words or phrases below:

introduce
a degree
"roundabout"
starting salary
confidence
training in computers
extra-curricular activities
pay scale
well-prepared
benefits
eye contact
well-groomed
follow-up
to-the-point
appearance

Example:

At the job interview you should always maintain ____________.
(eye contact)

2.1. ______________ and ______________ are examples of qualifications.

2.2. When you ____________________ yourself, you must tell the interviewer your name.

2.3. If you spend time to get ready for the job interview, you will be _________ for it.

2.4. Job interviewers do not seek __________ answers, therefore you should answer their questions ____________.

2.5. ________________ are what you do outside the classroom and usually after school such as sports.

2.6. Being _____________ and having a good __________ helps make a good impression at the job interview.

2.7. The ___________ is what you will be paid when you start working.

2.8. The ____________ tells you different salaries or wages based on qualifications, length of service and training, etc.

2.9. Besides salaries, you might ask the job interviewer the _______you will receive for the job you are applying for.

2.10.___________ makes you feel good and comfortable with yourself.

3. **Circle the best answer.**

Example:

In a job interview, the interviewee is:

a. a list of questions.
b. the person who is interviewed. **(Correct answer)**
c. the prospective employer.
d. the reference.

3.1. A job interview is a formal meeting between:

a. the applicant and the counselor.
b. the applicant and the prospective employer.
b. the applicant and his friend who helps him get a job.
c. the applicant and the representative of the newspaper.

3.2. The job interview is:

a. the most important part of the job search process.
b. the opportunity for the employer to find out what the job applicant is really like.
c. a good opportunity for the applicant to impress the employer.
d. all of the above.

3.3. At the interview the interviewer will:

a. ask questions about your personal life.

b. ask questions about your educational background, skills and work experience.
c. ask questions about your family and friends.
d. ask questions about your country.

3.4. Before the job interview:

a. you should read your resume.
b. your should practice speaking English.
c. you should prepare yourself for the interview.
d. you should tell your friends about the interview.

3.5. The job interview gives the applicant a good opportunity:

a. to meet a nice employer.
b. to meet the person you may work for later.

c. to improve your English.
d. request whatever you want.

3.6. For the interview, it is okay to:

a. be late for the interview.
b. dress yourself any way you want.
c. smoke a cigarette.
d. None of the above.

3.7. At the interview, you may:

a. ask questions about the job you are applying for.
b. ask questions about the salary and benefits.
c. ask any questions about the expectations of the company.
d. all of the above.

3.8. It is always a good idea to:

a. take some type of follow-up actions.
b. indicate to the interviewer that you have no problem getting a job.
c. tell the interviewer that you do not really need a job.
d. interrupt the interviewer whenever you want.

3.9. As a preparation for the job interview and if it is possible, you should:

a. find out the name of the interviewer.
b. learn to pronounce the name of the interviewer.
c. ask the title of the interviewer.
d. all of the above.

3.10. Before the job interview, the prospective employer may ask you:

a. to bring additional documents.
b. to fill out a job application.
c. to bring the names and addresses of references.
d. all of the above.

VII. STUDENT INTERVIEW EVALUATION

In this exercise, as the students and the instructor act out an interview, the students are asked to judge their fellow student's performance on a scale of 1 to 5 , with 1 being the lowest possible score and 5 the best score.

______ 1. Was the applicant dressed neatly?

_____ 2. Was the applicant on time or was he/she late for the interview?

_____ 3. Did the applicant speak to the receptionist or the secretary to let someone know they he/she had arrived for the interview?

_____ 4. Did the applicant have the necessary documents for the interview such as his/her diploma, school transcript or resume'?

_____ 5. Did the applicant have confidence in his or herself?

_____ 6. Was the applicant courteous?

_____ 7. Were all of the questions asked by the interviewer answered promptly and accurately by the applicant?

_____ 8. Did the applicant interrupt the interviewer?

_____ 9. Did the applicant thank the interviewer at the end of the interview?

_____ 10. Did the applicant say good-bye to the interviewer, and the other people in the office?

Other comments: ______________________________

____

____

Teacher's Guide

LESSON 7

SOCIAL SECURITY AND COMPLETING THE W-4 FORM

I. TEXT OVERVIEW

In this lesson, students will examine the basic rules governing social security, and how to complete the necessary forms associated with the social security laws.

Students will also learn about the benefits offered by the system, and how to complete an application requesting a social security number if they do not have one.

Thereafter, students will examine the W-4 tax withholding form which must be completed before they start a new job. An explanation of the actual form and the various words or phrases found on the form will be presented. Students will then practice how to complete this form. Furthermore, discussions will focus on the various decisions which must be made by an individual before completing the form, and the impact it will have on his/her net pay.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

As soon as possible	As quickly as you can; without hesitation.
Account	Record of business transactions
Bank account	A bank record of deposits and withdrawals
Cash benefit	Assistance by payment of money.
Eligibility	Qualification; fitness; acceptability.
Health insurance trust fund	An account set up to provide health care benefits.
Internal Revenue Service (IRS)	A federal government agency that collects income and social security taxes.
On behalf (of)	In the name of; as a representative of; for.
Social security	Benefits provided by society.
Social Security Administration	A federal government agency in charge of social security.
Social security account	A record of social security contributions of an individual.

Take-home money/pay	The amount of money one brings home after taxes.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations;**
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching **new** vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion;**
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 7

SOCIAL SECURITY AND COMPLETING THE W-4 FORM

I. OBJECTIVES:

Upon completion of this lesson, you will be able to understand:

1. the **social security system** in the United States;
2. the **eligibility** for social security benefits;
3. the tax **withholding** process;
4. how to fill out the tax **withholding** form known as the W-4 form;

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Account	លេខកុងនៅធនាគារ	Dependent	អ្នកនៅក្នុងបន្ទុក
Administer (to)	ចាត់ចែង	Deposit	ដាក់ចូលសន្សំ. កក់
Allowance	ផ្តល់ប្រាក់ត្រឹមត្រូវតាមទំលាប់	Disabled	ពិការ
Benefit	ប្រយោជន៍	Earner	អ្នករកចិញ្ចឹមជីវិត
Bill	លិខិតទារលុយជំពាក់	Earning	ប្រាក់ចំណូល
Certify (to)	ទុកចិត្តថាត្រឹមត្រូវ	Eligibility	អ្នកដែលមានសិទ្ធិ
Circumstance	កាលៈទេសៈ	Eligible	មានសិទ្ធិ
Claim (to)	ចុះប្រកាស	Entitle (to)	មានសិទ្ធិ ឬឈ្មោះទទួល
Collect (to)	ប្រមូលផ្តុំ	Exceed (to)	លើស
Contribute (to)	រួមចំណែក	Exception	លើកលែង
Contribution	ការចូលរួមចំណែក. វិភាគទាន	Expense	ចំណាយ. ថ្លៃ
		Federal	សហគមន៍
Credit (to)	បញ្ចូល	Fund	ប្រាក់ដែលទុកមក

Health	សុខភាព	Payroll	ប្រាក់បចាំបុគ្គលិក
Identification	សញ្ញាប័ត្រ	Penalty	ដាក់ទោស. ពិន័យ
Income	ប្រាក់ចំណូល	Portion	ផ្នែក. ភាគ
Insurance	ធានារ៉ាប់រង	Spouse	ប្តី ឬ ប្រពន្ធ
Legal	តាមច្បាប់	System	របៀប
Medical	វិជ្ជាពេទ្យ	Trust	ការទុកចិត្ត
Payee	អ្នកទទួល	Withhold (to)	ដកចេញពីប្រាក់ចំណូល

III. THE SOCIAL SECURITY SYSTEM AND THE W-4 FORM

A. THE SOCIAL SECURITY SYSTEM

During the working years, practically every American with an **income** has to pay the **social security** tax. His/her employer also has to pay the same amount of tax **on his/her behalf**. The U.S. government agency which **collects** and **deposits** this tax in special **funds** is the **Internal Revenue Service,** commonly known as the **IRS**. The **benefits** generated from the funds will be paid to the tax payer and/or his/her family at a later day when they become **eligible**. The more the tax payer **contributes** during the working years, the bigger the monthly **cash benefit** will be.

The following are some of the **circumstances** in which the person will be eligible for social security benefits:

1. when he/she is retired at 62 years of age or older;
2. when he/she becomes **disabled** and can no longer work;
3. when he/she dies. In this case, his/her eligible family members (**spouse** and children under the age of 18) will collect the benefits.

The purpose of social security benefits is to replace part of the lost **earnings** and help support the eligible individual(s). **The Social Security Administration**, a **federal** agency, decides the **eligibility** and **administers** the social security funds.

One **portion** of the **contribution** the working person makes goes into a separate **health insurance trust fund**. This fund will help pay health care costs such as hospital **bills**, doctor's bills and other **medical expenses.**

B. THE W-4 FORM or EMPLOYEE'S WITHHOLDING ALLOWANCE CERTIFICATE

When you begin to work at a new job, you will always be asked to fill out a

W-4 form, or the Employee's Withholding Allowance Certificate. This **legal** form will enable your new employer to **withhold** from your pay the appropriate monies for social security and income taxes that every income **earner** in the United States has to pay. There are **exceptions**. The amount of money which is deducted from the pay will be recorded with the government using your social security number. The social security portion of the tax withholding will be used to pay social security benefits to the tax payer or his/her family later on.

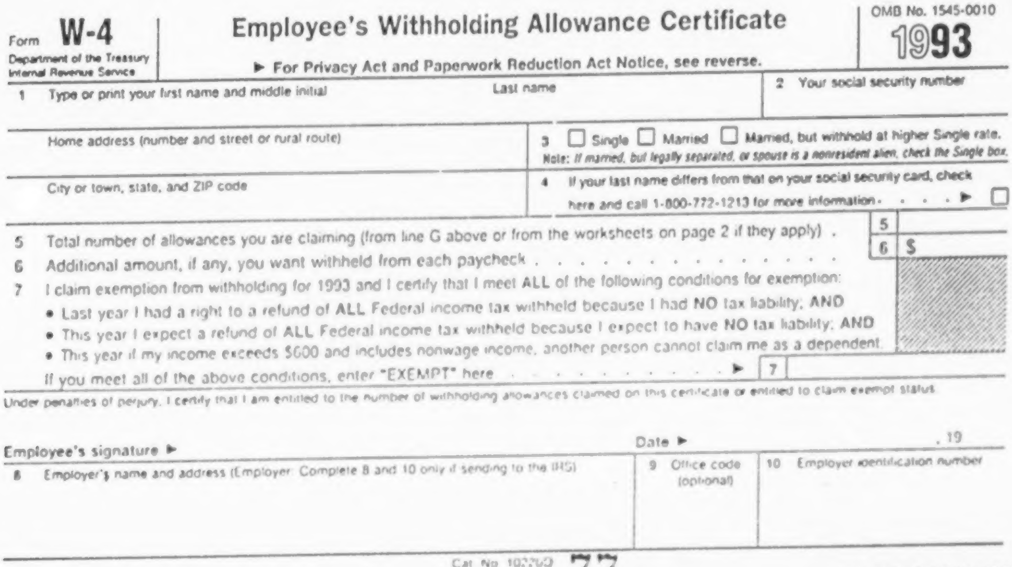
If you do not have a social security number, you should apply for it **as soon as possible**. But why must you have such a number?

Once you have applied for and received your social security number, this

number will stay with you until you die. Every where you work, the employer will ask you to fill out the W-4 form which requires, among other things, your social security number. In this way, when your employer deducts social security tax from your **earnings,** it will be **credited** to your **social security account.** This account is identified by your social security number. The social security number can also be used as an **identification** number (ID) in many situations, such as **payroll**, school registration, **bank account**, etc.

It is also very important that you complete and understand the W-4 form properly. Your **take-home money** (earning after all taxes) depends on how many **dependents or allowances** you **claim** on the W-4 form. Generally, the more dependents you claim the more money you will receive in your paycheck. However, be certain that the number of dependents is correct, because if you have made a mistake on this form, at the end of the year, the government may require you to pay an additional amount of tax to correct a mistake you have made. If you cannot or do not know how to fill out the W-4 form, get help from your employer, teacher, counselor, relative or friend.

The following is a copy of the W-4 form for your study and practice:



Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

► For Privacy Act and Paperwork Reduction Act Notice, see reverse.

OMB No. 1545-0010
1993

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route)

3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

City or town, state, and ZIP code

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for more information . . . . ► ☐

5 Total number of allowances you are claiming (from line G above or from the worksheets on page 2 if they apply) . | 5

6 Additional amount, if any, you want withheld from each paycheck . . . . | 6 $

7 I claim exemption from withholding for 1993 and I certify that I meet ALL of the following conditions for exemption:
- Last year I had a right to a refund of ALL Federal income tax withheld because I had NO tax liability; AND
- This year I expect a refund of ALL Federal income tax withheld because I expect to have NO tax liability; AND
- This year if my income exceeds $600 and includes nonwage income, another person cannot claim me as a dependent.

If you meet all of the above conditions, enter "EXEMPT" here . . . . ► | 7

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ► Date ► , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS) | 9 Office code (optional) | 10 Employer identification number

Cat No 10220Q

BEST COPY AVAILABLE

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

As soon as possible	ភ្លាមៗ. ដោយរហ័សបំផុត
Bank account	កុងសំរាប់ដាក់ ឬ ដកប្រាក់
Cash benefit	ប្រាក់ដែលត្រូវបានទទួលមកវិញ
Health insurance trust fund	លុយប្រចាំសុខភាព. ឬនៅពេលឈឺក្រែត
Internal Revenue Service (IRS)	ក្រសួងទទួលការខុសត្រូវផ្នែកតាក់(ពន្ធ)
On behalf of	ទទួលជំនួស
Social Security Administration	ក្រសួងទទួលខុសត្រូវផ្នែកអត្តសញ្ញាណប័ណ្ណ (ក្រសួងសង្គមកិច្ច)
Social security account	កុងអត្តសញ្ញាណប័ណ្ណបចាំខ្លួន
Social security	អត្តសញ្ញាណប័ណ្ណប្រចាំខ្លួន (កាត់សង្គមកិច្ច)
Take-home money	ប្រាក់ដែលកាត់តាក់ (ពន្ធ) រួចហើយ

V. TESTS

1. Circle the best answer.

Example:

Take-home money:

a. is the money you earn before taxes.
b. is your monthly salary.
c. includes social security contribution.
d. is the amount of money after all taxes and contributions have been deducted. **(Best anwer)**

1.1. Practically every American with an income:

a. can buy a house.
b. is lucky to have a job.
c. must thank the employer for the job.
d. must pay social security tax.

1.2. The employer has to:

a. pay the same amount of social security tax as the employee.
b. collect the social security tax on behalf of the government.
c. pay social security tax to the IRS.
d. all of the above.

1.3. The IRS is:

a. an employment agency.
b. a federal agency.
c. a state agency.
d. a local agency.

1.4. The IRS stands for:

a. International Revenue Service.
b. International Reference Service.
c. International Reading Society.
d. Internal Revenue Service.

1.5. A person becomes eligible for social security benefits:

a. when he is retired at the age of 62.
b. at the age of 62.
c. when he does not want to work.
d. when he applies for it.

1.6. The Social Security Administration is:

a. a part of the IRS.
b. a federal agency which administers the social security funds.
c. employed by your employer.
d. all of the above.

1.7. The Social Security Administration:

a. decides the eligibility for social security benefits.
b. decides the amount of income tax of the employer.
c. decides how much you have to pay for your income tax.
d. administers federal income tax.

1.8. The W-4 Form:

a. contains information about jobs.
b. is the employer's withholding allowance certificate.
c. is the employee's withholding allowance certificate.
d. none of the above.

1.9. Your social security tax withholding:

- a. will be used to pay social security benefits to you when you become eligible.
- b. will be used to pay social security benefit to the employer.
- c. is necessary because the federal government needs money to pay for its services.
- d. all of the above.

1.10. The W-4 form determines:

- a. your income after tax.
- b. how much your employer has to pay you every month.
- c. when you will receive social security benefit.
- d. how often your employer pays you.

2. Fill in each of the blanks with the best word below.

claim
withhold
social security
benefits
identification
contribute
credited
earnings
dependents
collects
disabled
insurance
legal
payroll

Exemple:

The employer has to ____________ to the social security fund of each of its employee. **(contribute)**

2.1. Your take home pay depends on how many ______________ or allowances you _______________.

2.2. The Internal Revenue Service___________ the tax withholdings from the employer and deposits the ___________ tax in special funds.

2.3. Your employer will _________ from your pay the appropriate amount of money for social security and income taxes.

2.4. Your employer will deduct social security tax from your _________.

2.5. When you retire at 62 years of age or older, or if you become _______ and can no longer work, you may receive___________ from Social Security.

2.6. Income earners have to ___________ to Social Security funds for future benefits.

2.7. Health _________ is used to pay for health care costs.

2.8. The W-4 form is a _______ form.

2.9. Your social security tax is ________to your social security account.

2.10. If you work for a company and get pay, you are on its __________.

3. **Fill in each of the blanks on the left column with the best answer on the right column.**

3.1. ___ spouse
3.2. ___ administer
3.3. ___ eligible
3.4. ___ income
3.5. ___ deposit
3.6. ___ expense
3.7. ___ payroll
3.8. ___ benefits
3.9. ___ account
3.10.___federal
3.11. ___contribute
3.12. ___legal
3.13.___disabled
3.14. ___IRS
3.15. ___apply for

a. husband or wife.
b. payments or services provided in case of disability, sickness or retirement.
c. something to do with the central government.
d. to place money in a bank.
e. cost.
f. to be in charge or manage.
g. based on the law.
h. to pay for a purpose such as social security tax.
i. qualified.
j. money earned.
k. list of employees receiving wages or salaries.
l. a bank record of deposits and withdrawals.
m. request; ask for.
n. a federal government agency collecting taxes.
o. unable to work or perform certain tasks.

Teacher's Guide

LESSON 8

READING THE W-2 STATEMENT

I. TEXT OVERVIEW

In this lesson, students will examine the W-2 statement and the information it contains.

Initially, students will learn about the general purpose of the W-2 statement and its relationship to the student's paycheck. Thereafter, students will examine specific numbered boxes to understand the figure in each box, and determine if the deductions from the paychecks throughout the year are properly summarized on the W-2 statement.

II. KEYS WORDS AND/OR PHRASES FOR DISCUSSION

Earnings	Income, what you make on your job or business.
Employer's Identification Number (EIN)	This number is given to each employer for identification purposes.
F.I.C.A.	Federal Insurance Contributions Act which requires contributions from employees and employers for social security benefits.
Internal Revenue Service (Also known as the I.R.S.)	A federal agency in charge of collecting income and social security taxes.
Medicare	Health care program paid for by the U.S. government.
Medicare benefits	Health care benefits provided by the U.S. government.
Non-taxable	You do not have to pay tax.
On your behalf	In your name and for you.
Pension plan	A plan of contributions for the purpose of retirement.
Salary vs. wages	Salary is usually calculated on a monthly or yearly basis, but wages are paid on an hourly basis.
Special purposes	Specific reasons
Tax return	The declaration of income, expenses and deductions for tax purposes. Each individual with an annual income exceeding a certain amount of money has to file the tax return each year. The deadline for filing the tax return is April 15. Filing after this date is subject to heavy penalty and interest.

Title	Name; headline.
Unemployment compensation	The benefit received as a result of unemployment.
W-2 Wage and Tax Statement	A summary of earnings and deductions for one year from January 1 to December 31.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations**;
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching **new** vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion**;
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 8

READING THE W-2 STATEMENT

I. OBJECTIVES:

In this lesson you will **examine** the **W-2 Wages and Tax Statement**, known as the **W-2 Form** or **W-2 statement**, and upon completion of the lesson you should be able to:

1. Understand the **purpose** of the W-2 statement;
2. Understand the information on the W-2 statement;
3. Know what to do with the many copies of the W-2 statement that you receive from your employer every year.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Compensation	ការសងវិញ
Deduct (to)	ដកចេញ
Earning	ប្រាក់ចំណូល
Education	ការអប់រំ
Entitle (to)	មានសិទ្ធិនឹងទទួល
Examine (to)	មើល, ពិនិត្យ
File (to)	ធ្វើតាក់ (ពន្ធ)
Income	ប្រាក់ចំណូល
Insurance	ធានារ៉ាប់រង
Medicare	សំបុត្រធានាខាងសុខភាព
Pension	ប្រាក់រ៉ីត្រែត
Purpose	គោលដៅ
Record	បញ្ជី
Retirement	ដែលចូលនិវត្ត (រ៉ីត្រែត)
Subject	កម្មវត្ថុ
Switch (to)	ប្តូរ
Taxable	ដែលបានដាក់ពន្ធ
Tip	ប្រាក់ឱ្យក្រៅ
Title	ចំណងជើង, ឈ្មោះ
Unemployment	ឥតមានការងារធ្វើ
Withhold (to)	ដកចេញពីប្រាក់ចំណូល

III. READING THE W-2 FORM

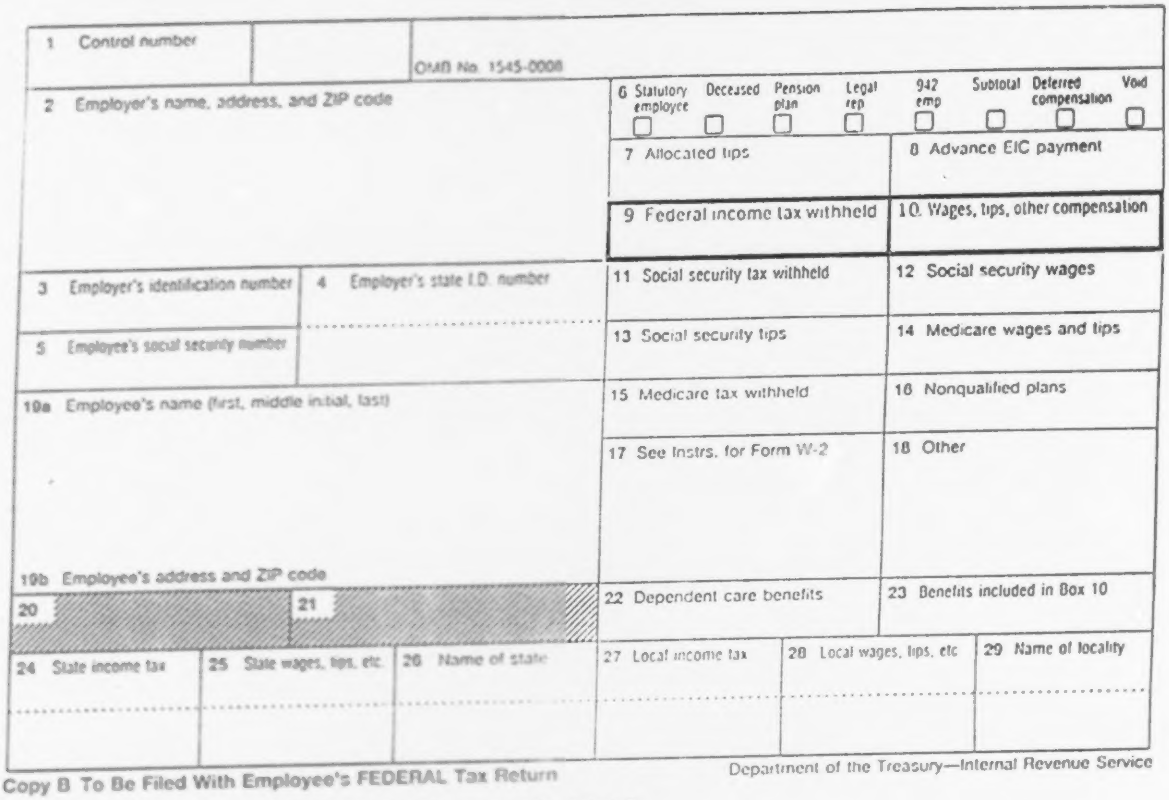
As you have already learned, each time you are paid, your employer is required to **withhold** certain taxes from your paycheck. These taxes are based upon the information you provided on your W-4 form. They include the withheld taxes known as **F.I.C.A** (social security tax), federal tax, state tax and local tax (city, town, etc.). **On your behalf**, the employer then has to pay these taxes to different government agencies: the social security, **Medicare** and federal taxes go to the **Internal Revenue Service**, a federal agency also known as the **I.R.S.**, the state tax goes to the state and the city tax to the city. But at the end of each year it would be very difficult to remember how much money your employer has **deducted** from your paychecks, especially if you **switch** jobs.

The **W-2 Wage and Tax Statement** commonly known as the W-2 form is the form which shows all the deductions. The law requires each of your employers (if you work for more than one employer) to give you a W-2 form by the end of January each year. Among other things, this form contains the name of your employer, your name, your social security number and your address. On this W-2 form your employer also provides you with all of the important information about how much you were paid during the past year and how much your employer deducted from your **earnings** for different taxes (social security, Medicare, federal, state, local, etc.).

Your employer must give you more than one copy of the W-2 form. This is because when you **file** your **tax returns** you must send, along with these returns, one copy to the I.R.S., one copy to the state government and one copy to the local government such as the city or the town where you work. Finally, one of the copies will be for your **records**.

You will also notice different dollar amounts listed in different boxes on the form. The **title** of each box tells you what the amount is for.

Box #10, **titled** wages, **tips**, and other **compensation**, represents the total amount of your **income** for the year. To get the total withholdings, you add the following boxes: **Box (9) Federal income tax withheld, Box (11) Social security tax withheld, Box (15) Medicare tax withheld, Box (18) Other, Box (24) State income tax,** and **Box (27) Local income tax withheld**. **Box (12) Social security wages** tells you the amount of your earnings that is **taxable** for social security benefits. **Box (14) Medicare wages and tips** lists the amount of earnings that is taxable for **Medicare benefits**. Please notice that the amount listed in **Box (21) Local wages, tips,** etc. is not necessarily the same as the amount listed in box (10) because a certain amount of money from your income has been withheld by your employer for **special purposes** such as your **pension plan** or health **insurance**. This withheld money is **non-taxable**. The following is a sample of the W-2 form for you to examine:



1 Control number

OMB No. 1545-0008

2 Employer's name, address, and ZIP code

6 Statutory employee ☐ Deceased ☐ Pension plan ☐ Legal rep ☐ 942 emp ☐ Subtotal ☐ Deferred compensation ☐ Void ☐

7 Allocated tips

8 Advance EIC payment

9 Federal income tax withheld

10 Wages, tips, other compensation

3 Employer's identification number

4 Employer's state I.D. number

11 Social security tax withheld

12 Social security wages

5 Employee's social security number

13 Social security tips

14 Medicare wages and tips

19a Employee's name (first, middle initial, last)

15 Medicare tax withheld

16 Nonqualified plans

17 See Instrs. for Form W-2

18 Other

19b Employee's address and ZIP code

20

21

22 Dependent care benefits

23 Benefits included in Box 10

24 State income tax

25 State wages, tips, etc.

26 Name of state

27 Local income tax

28 Local wages, tips, etc.

29 Name of locality

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Department of the Treasury—Internal Revenue Service

Form **W-2 Wage and Tax Statement** 1992

IV. KEYS WORDS AND/OR PHRASES FOR DISCUSSION

Employer's Identification Number	លេខអត្តសញ្ញាប័ត្រប្រចាំក្រសួងការងារ
F.I.C.A.	ប្រាក់ចូលរួមគ្នាសម្រាប់ដល់ពេលរ៉ីត្រៃត (ចូលនិវត្ត)
Internal Revenue Service (IRS)	ក្រសួងយកពន្ធ (តាក់)
Medicare benefit	ប្រាក់ប្រចាំសុខភាព
Non-taxable	មិនយកពន្ធ
On your behalf	ឈរឈ្មោះឱ្យ
Pension plan	បង់ប្រាក់ចូលនិវត្ត (រ៉ីត្រៃត)
Salary vs. wages	ប្រាក់ខែ ឬ ឆ្នាំ, គឺជាប្រាក់ម៉ោង
Special purposes	គោលសំខាន់ៗ
Tax return	ពន្ធដែលត្រូវត្រឡប់មកវិញ
Unemployment compensation	ប្រាក់ទទួលនៅពេលឥតមានការងារធ្វើ
W-2 Wage and Tax Statement	ក្រដាសបញ្ជាក់ពីប្រាក់រកបាន និងដកចេញក្នុងមួយឆ្នាំ

PRESENTATION OF THE W-2 FORM

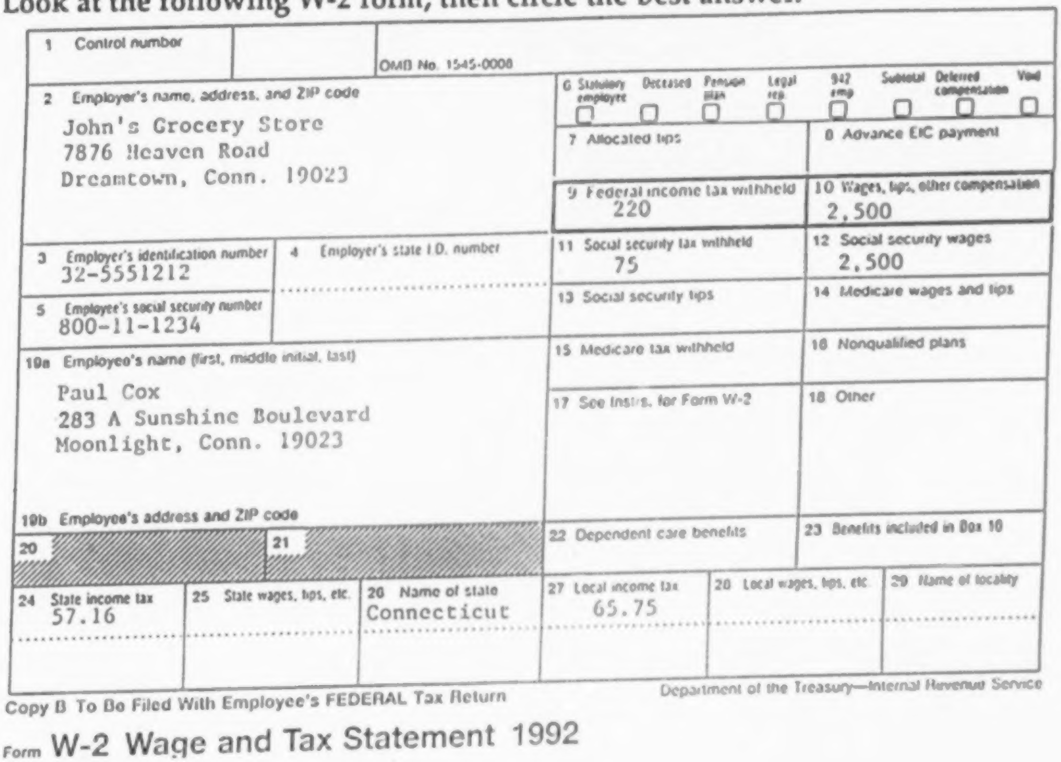
The employee must include a copy of the W-2 form when he/she mails his tax return to the IRS, to the state or to the local government. Also he/she keeps one copy for himself/herself. On the W-2 form, one finds important information printed in numbered boxes (all W-2 forms from all employers are numbered in the same way). The following is the discussion of the most important boxes:

Box 2:	Employer's Name, Address, and Zip Code
Box 3:	**Employer's Identification Number** - Every employer must have an identification number. This number is given by the IRS.
Box 5:	Employee's Social Security Number
Box 9:	Federal Income Tax Withheld - The taxes taken out of the employee's income and paid directly to the IRS.
Box 10:	Wages, Tips, Other Compensation - The total amount of money earned by the employee.
Box 11:	Social Security Tax Withheld - The taxes taken out of the employee's income to pay social security benefits and support insurance programs for people 65 and older.
Box 12:	Social Security Wages - The maximum amount of the employee's income that can be taxed to pay for social security benefits.
Box 14:	Medicare Wages and Tips - The total amount of earnings that can be taxed for Medicare benefits.
Box 15:	Medicare tax withheld - The total tax withheld for Medicare benefits.
Box 18:	Other - Other deductions such as **retirement, unemployment compensation** tax, etc.
Box 23:	Benefits included in Box 10 - Benefits other than earnings. These benefits are taxable.
Box 24:	State Income Tax - Total state tax withheld.

Box 25:	State Wages, Tips, etc. - Total earnings subject to state tax.
Box 27:	Local Wages, Tips, etc. - Total local tax withheld.

V. TESTS

1. Look at the following W-2 form, then circle the best answer.



1 Control number

OMB No. 1545-0008

2 Employer's name, address, and ZIP code
John's Grocery Store
7876 Heaven Road
Dreamtown, Conn. 19023

6 Statutory employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐ Deferred compensation ☐ Void ☐

7 Allocated tips

8 Advance EIC payment

9 Federal income tax withheld
220

10 Wages, tips, other compensation
2,500

3 Employer's identification number
32-5551212

4 Employer's state I.D. number

11 Social security tax withheld
75

12 Social security wages
2,500

5 Employee's social security number
800-11-1234

13 Social security tips

14 Medicare wages and tips

19a Employee's name (first, middle initial, last)
Paul Cox
283 A Sunshine Boulevard
Moonlight, Conn. 19023

15 Medicare tax withheld

16 Nonqualified plans

17 See Instrs. for Form W-2

18 Other

19b Employee's address and ZIP code

20

21

22 Dependent care benefits

23 Benefits included in Box 10

24 State income tax
57.16

25 State wages, tips, etc.

26 Name of state
Connecticut

27 Local income tax
65.75

28 Local wages, tips, etc.

29 Name of locality

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Department of the Treasury—Internal Revenue Service

Form W-2 Wage and Tax Statement 1992

Example:

How much is the employee's state income tax?

- a. $67.25
- b. $75.00
- c. $57.16 (Correct answer)
- d. None

1.1. What is the employee's Social Security Number?

- a. 32-5551212
- b. 800-11-1234
- c. 787-88-6666
- d. None of the above.

1.2. What is the employer's name?

- a. W-2 Wage
- b. Paul Cox

BEST COPY AVAILABLE

c. John's Grocery Store
d. None of the above.

1.3. How much social security tax was withheld?

a. $220.00
b. $ 2,500.00
c. $75.00
d. All of the above.

1.4. The employer's identification number is:

a. 5-2340
b. 32-5551212
c. 100 First St.
d. None of the above.

1.5. What is the Federal income tax withheld?

a. None
b. $2,500.00
c. $230.00
d. $220.00

1.6. What is the employer's state number?

a. 510
b. 5-2340
c. 787-88-6666
d. I do not know.

1.7. What is the employee's total income?

a. $2,500.00
b. $25,000.00
c. $220.00
d. $2,200.00

1.8. What are the social security wages?

a. $2,500.00
b. $75.00
c. $220.00
d. I do not know.

1.9. What is the employee's local income tax?

a. $230.00
b. $220.00
c. $75.00
d. None of the above.

1.10. What is the employee's zip code?

a. 19141
b. 19022
c. 19001
d. 19023

2. Circle the best answer.

Example:

The W-2 Wage and Tax Statement:

a. is known as the W-2 form. **(Best Answer)**
b. shows the monthly salary.
c. is not an important document.
d. lists the name of your bank.

2.1. The money paid for the job done for the entire year is called:

a. income tax
b. wage
c. tip
d. salary

2.2. When will you receive the W-2 form?

a. every month.
b. every two weeks.
c. by the end of January each year.
d. none of the above.

2.3. The W-2 form copies are given to the employee so that he/she:

a. can file the tax return.
b. understand his/her total earning and deductions.
c. can keep a record of total earning and deductions for the year.
d. all of the above.

2.4. The W-2 form contains information about the total withholdings for:

a. the F.I.C.A. tax.
b. the local tax.
c. the Medicare tax.
d. all of the above.

2.5. The employer is required by law to give you:

a. a salary increase every six months.
b. the W-2 form copies every year.
c. good recommendations for your job.
d. tips.

3. **Fill in each of the blanks on the left column with the best answer on the right column.**

3.1. ___ payment to an unemployed worker
3.2. ___ a declaration of income, expenses and deductions for tax purposes.
3.3. ___ pay on an hourly basis.
3.4. ___ a statement of income and deductions needed for tax return.
3.5. ___ you lost your job and do not work.
3.6. ___ you are over 62 and do not work anymore.
3.7. ___ a fixed sum of money paid regularly to a person during his retirement.
3.8. ___ that can be taxed.
3.9. ___ money given as an appreciation for a particular service or reason such as in restaurants or hotels.
3.10. __ pay calculated on a monthly or yearly basis.

a. **salary**
b. **pension**
c. **unemployment compensation**
d. **tax return**
e. **wages**
f. **retirement**
g. **unemployment**
h. **taxable**
i. **tip**
j. **W-2 form**

Teacher's Guide

LESSON 9

READING A PAYCHECK

I. TEXT OVERVIEW

In this lesson, students will learn how to read and interpret the standard paycheck and stub.

Initially, students will examine how their total pay is calculated. Examples will include flat salaries as well as hourly rates.

Thereafter, students will look at the concepts of gross pay, net pay and the various deductions. Each deduction will be discussed, so that the students understand the purpose of each deduction, and the benefits derived from the deductions.

I I. KEYS WORDS AND/OR PHRASES FOR DISCUSSION

A lot of	Much; many; plenty.
Consist of (to)	Composed of; made up.
Department	Division, section. For example: accounting department.
Gross pay	Pay **before** taxes and deductions.
Net pay	Pay **after** all taxes and deductions.
Overtime (OT)	Time in excess of 40 hours a week.
Overtime rate	The amount of money paid to the employee for each hour over 40 hours a week. The overtime rate is usually 1.5 times the regular hour rate. For example, if the regular hourly rate is $6.00, the overtime rate is $9.00.
Paycheck	check in payment of wages or salary.
Payroll check	check issued to pay salaries or wages.
Pay period	The amount of time from the first to the last day of the period for which you are paid. It can be one week, two weeks, or a month.
Pay stub	The part of the check that contains information about earnings, deductions, pay rate, gross income, net income, etc.
Regular hourly rate	The amount of money paid per hour if you do not work more than 40 hours a week.
Regular time	Time within 40 working hours a week.
Year to date	From the beginning of the year to now.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations;**
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching **new** vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion**;
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 9

READING A PAYCHECK

I. OBJECTIVES:

In this lesson, you will examine the information contained on the paycheck and **pay stub**, and upon completion of this lesson you will be able to:

1. identify the various **items** found on the pay stub;
2. understand the various **deductions** listed on the pay stub;
3. determine how **gross** and **net** pays are calculated;
4. understand the importance of reviewing each paycheck and maintaining records of previous pay **periods.**

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Amount	ចំនួន
Calculate (to)	ការគិតលេខ
Cash (to)	លុយ. ប្រាក់
Check	សែក
Current	ឥឡូវ. ពេលបច្ចុប្បន្ន
Deduction	ដកចេញ
Department	ផ្នែក. ក្រុម
Gross	ប្រាក់មុនកាត់តាក់ (ពន្ធ)
Hourly	រាល់ម៉ោង
Insurance	ធានារ៉ាប់រង
Item	របស់មួយ
Net	ប្រាក់ក្រោយកាត់ពន្ធ (តាក់)
Overtime (OT)	ធ្វើការលើសពី ៤០ ម៉ោងក្នុងមួយអាទិត្យ
Paycheck	សែកដែលទទួលពីក្រុមហ៊ុន
Payroll	បញ្ជីប្រាក់ប្រចាំបុគ្គលិក
Period	រយៈពេល
Retirement	ការរ៉ីទ្រែត. ការឈប់ធ្វើការ
Salary	ប្រាក់ខែ ឬ ឆ្នាំ
Savings	ការសន្សំ
Stub	កន្ទុយ (សែក)
Voluntary	ការស្យក់ចិត្ត

III. READING A PAYCHECK

Each time you receive a **paycheck**, also known as **payroll check**, you will find that it contains **a lot of** very important information. The paycheck describes how your employer **calculated** the **amount** of your paycheck. It also lists the total amounts of earnings and **deductions** for each particular period called the **pay period,** and also from the beginning of the year to the date of the paycheck. The pay period can be one or two weeks. Since the information is contained in the paycheck, it is necessary that you understand exactly what all of this information means.

In most cases, your paycheck **consists of** two (2) parts: the actual **check,** and the **pay stub**. This check represents the amount of money available to you after all

the deductions during the pay period. The amount on your check is your **net pay**. You can **cash** the paycheck by presenting it to a bank or a cashing place, or you can deposit it in your bank account. In both cases, you have to sign or endorse the check by putting your signature on the back of the check.

When you cash the paycheck, the bank or check cashing place does not need the pay stub. However, you should keep the pay stub because it contains a lot of very important information about your earnings and all deductions. This information helps you understand how your net pay was **calculated**.

In examining the pay stub, you should first examine it to see if the proper amount for the current pay period has been paid to you.

To **calculate** your current net pay, you must first determine what your current **gross pay** should be. If you are paid on an **hourly** basis, you must multiply the number of hours worked during the pay period by the pay rate per hour. For example, if your **pay period** is one week, and if you worked forty (40) hours, and your **regular hourly rate** is six (6) dollars per hour, then your gross pay will be calculated as follows:

Gross pay : 40 hours x $6.00 = $240.00

If you work more than forty (40) hours during the week, you are entitled to **overtime** pay. The hourly **overtime rate** is higher than your regular hourly rate. The overtime rate can be as much as 50% higher than the regular rate. This rate is called "**time-and-a-half**." For example, if you get $10 an hour at the regular rate, your overtime rate can be as high as $15.00 an hour. However, overtime pay only applies to the number of hours exceeding 40. In other words, if you worked a total of 45 hours during the week, the overtime rate only applies to 5 hours, and the other 40 hours will be paid at the regular rate. The following calculations will demonstrate the point discussed here:

40 hours x $10.00 an hour = $400.00 (regular pay rate)
5 hours x $15.00 an hour = 75.00 (overtime rate)

Total earning: $475.00

If you are paid the same amount each pay period, it is not necessary to perform any type of calculation to figure your gross pay, which is usually referred to as your **"salary."**

In either case, in order to determine your net pay, you must subtract all of your **current deductions** from your gross pay. These current deductions are all of the different taxes, social security withholding, and any other deductions such as **insurance, savings** or **retirement** that are deducted from your gross pay. This result

will be your net pay, and you should make certain that this same amount is on the front of your paycheck, written out in words and in numbers.

The other information represents the total amount which you have been paid during the year. This information is called **"year to date"** information. The year to date information includes the totals of all of your income and deductions, both individually and in total for the year. Although some of the calculations, such as the various taxes, may be difficult for you to calculate, in most cases it is easier to total the other **items** such as insurance or savings deductions. Since these deductions are usually **voluntary** and of great value to you and your family, it is important that you review these calculations on each pay stub.

It can also be very helpful if you keep the pay stub from each one of your paychecks. You should find a safe place in your home, and keep the stubs in good order. In this way, should you ever find a mistake in your pay or deductions, it will be easier to explain the mistake to your employer with the use of your previous pay stubs as examples.

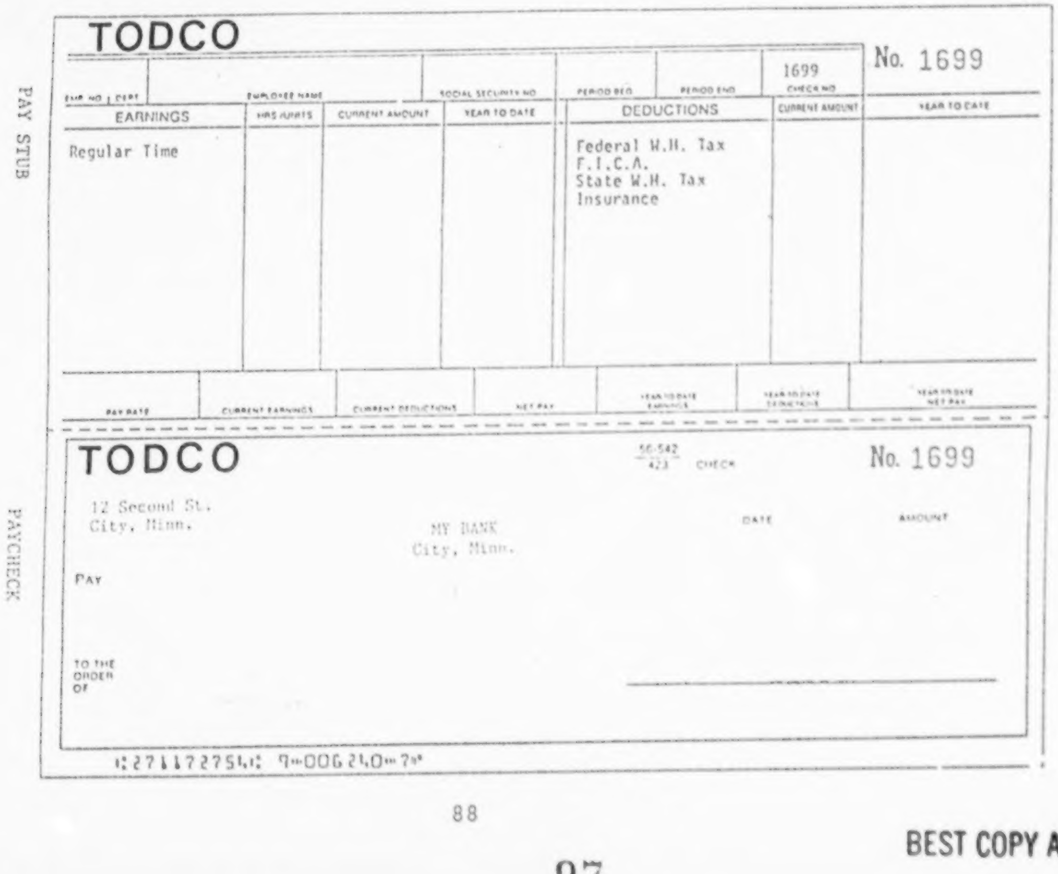
I V. KEYS WORDS AND/OR PHRASES FOR DISCUSSION

A lot of	ច្រើន
Consist of (to)	បញ្ចូលរួម
Current earnings	ប្រាក់ចំណូលឥឡូវ (ចំណូលថ្មី)
Employee number	លេខប្រចាំអ្នកធ្វើការ
Gross pay	ចាក់ឱ្យមុនពេលកាត់កាក់ (ពន្ធ)
Net pay	ប្រាក់ឱ្យក្រោយពេលកាត់កាក់ (ពន្ធ)
Overtime rate	អត្រាកម្រិតធ្វើការលើសម៉ោង
Pay period	កម្រិតពេលសងប្រាក់
Pay rate	កម្រិតការសងប្រាក់ជាមោង ខែ ឬឆ្នាំ
Pay stub	កន្ទុយសែក

Payroll check	សែកប្រចាំបុគ្គលិកក្រុមហ៊ុន
Period beginning	រយៈពេលមុនដំបូង
Period ending	រយៈពេលក្រោយបង្អស់
Regular hourly rate	ប្រាក់ម៉ោងធម្មតា
Regular time	៤០ ម៉ោងក្នុងមួយអាទិត្យ
Time-and-a-half	មួយកន្លះ
To the order of	សំរាប់ចំពោះ
Year to date deductions	ដែលដកចេញរហូតដល់សព្វថ្ងៃ
Year to date earnings	ដែលរកបានរហូតដល់សព្វថ្ងៃ
Year to date net pay	ពីដើមឆ្នាំដល់ចុងឆ្នាំ
Year to date	រហូតដល់សព្វថ្ងៃ

PRESENTATION OF A PAYCHECK AND A PAY STUB

The following is a sample of a paycheck and a pay stub:



PAY STUB

TODCO

No. 1699

EMP. NO. | DEPT.	EMPLOYEE NAME	SOCIAL SECURITY NO.	PERIOD BEG.	PERIOD END	CHECK NO.
					1699

EARNINGS	HRS./UNITS	CURRENT AMOUNT	YEAR TO DATE	DEDUCTIONS	CURRENT AMOUNT	YEAR TO DATE
Regular Time				Federal W.H. Tax F.I.C.A. State W.H. Tax Insurance		

PAY RATE	CURRENT EARNINGS	CURRENT DEDUCTIONS	NET PAY	YEAR TO DATE EARNINGS	YEAR TO DATE DEDUCTIONS	YEAR TO DATE NET PAY

PAYCHECK

TODCO

56-542
423
CHECK

No. 1699

12 Second St.
City, Minn.

MY BANK
City, Minn.

DATE

AMOUNT

PAY

TO THE ORDER OF

BEST COPY AVAILABLE

Paycheck

The following are terms and phrases commonly found on the pay check:

1.	**TODCO**	Name of the company (employer).
2.	**"To the order of"**	The name of the person who is entitled to cash the check.
3.	**Pay**	The amount of the check (net income).
4.	**Logan Bank**	The name of the bank.
5.	**No.**	Check number.
6.	**Date**	Date when the check was issued.
7.	**Amount**	Amount of the check; same as net income.
8.	**Signature**	Signature of an official of the company (employer) who is authorized to sign the check.

Pay stub

The following are terms and phrases commonly found on the pay stub:

1.	**Pay rate**	Amount you earn per hour.
2.	**Current earnings**	Total amount of money you made from the first day to the last day of the pay period. The pay period can be one week, two weeks or a month.
3.	**Current deductions**	Total amount of money taken from your income from the first day to the last day of the pay period for taxes and/or other purposes.
4.	**Net pay**	Total amount earned after deductions (take-home pay).
5.	**Year to date earnings**	Total amount of earnings from the beginning of the year to the end of the current pay period.
6.	**Year to date deductions**	Total amount of deductions from the beginning of the year to the end of the current pay period.
7.	**Year to date net pay**	Total amount of earnings after deductions (or take-home pay) from the beginning of the year to the end of the current period.
8.	**No.**	Check stub number; same number as on the check.
9.	**Check number**	The number of the check (1699).
10.	**Period Ending**	The last day of the pay period.
11.	**Period beginning**	The first day of the pay period.
12.	**Social Security No.**	The social security number of the employee.
13.	**Employee Name**	Name of the employee entitled to cash the check.
14.	**Dept.**	The department where the employee works
15.	**Employee No.** (number)	The number assigned to the employee by the company.

16.	**Regular time**	Number of hours worked during the pay period.

EXERCISES

Exercise 1

Bob's regular pay rate is $10.00 per hour. If Bob works over 40 hours a week,

his overtime pay rate is $15.00 per hour. During the last pay period, Bob worked 45 hours.

How much did Bob get for the overtime? $__________
How much was Bob's gross pay ? $______________

Exercise 2

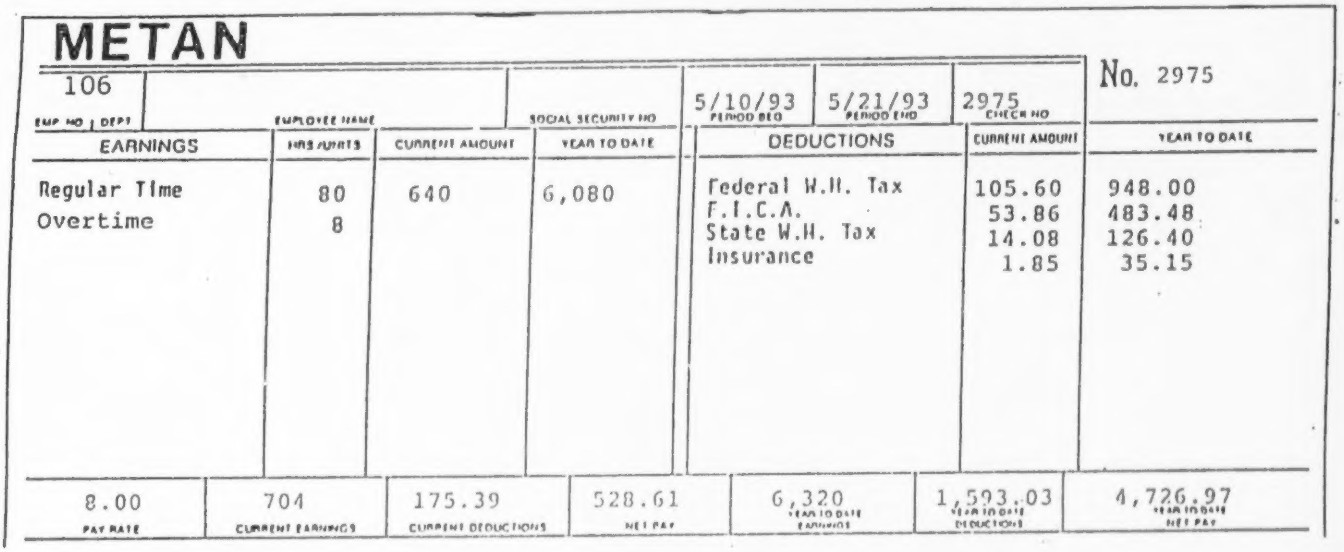
During the pay period of February 1 - 14, 1993, Nancy 's gross earning was $1,850. Her payroll deductions include the following:

Federal tax withheld : 12% of the gross income: $_______ x ___ =$_____
State tax withheld: 1.5% of the gross income: $_______ x ___ =$_____
City tax withheld: 2.75% of the gross income: $_______ x ___ =$_____
Insurance contribution: .5% of the gross income: $_______ x ___ =$_____

How much was her net pay? $_________

V. TESTS

1. Look at the pay stub below, then answer the following questions.



METAN

EMP NO | DEPT	EMPLOYEE NAME	SOCIAL SECURITY NO	PERIOD BEG	PERIOD END	CHECK NO	No. 2975
106			5/10/93	5/21/93	2975	

EARNINGS	HRS/UNITS	CURRENT AMOUNT	YEAR TO DATE
Regular Time	80	640	6,080
Overtime	8		

DEDUCTIONS	CURRENT AMOUNT	YEAR TO DATE
Federal W.H. Tax	105.60	948.00
F.I.C.A.	53.86	483.48
State W.H. Tax	14.08	126.40
Insurance	1.85	35.15

PAY RATE	CURRENT EARNINGS	CURRENT DEDUCTIONS	NET PAY	YEAR TO DATE EARNINGS	YEAR TO DATE DEDUCTIONS	YEAR TO DATE NET PAY
8.00	704	175.39	528.61	6,320	1,593.03	4,726.97

Example:

What is the name of the employer?________ **(Metan)**

1. 1. What was the last day of the pay period ? __________

1. 2. How many hours did this person work during the pay period? ____________

1. 3. What is the year to date net pay on the stub? ____________

1.4. How much money was taken out for federal income tax? ______

1.5. How much money was taken out for state income tax? ___________________

1.6. What is this person's employee number ? ____________

1.7. How much did this person earn from the beginning of the year to the end of this pay period? ___________________

1.8. How much has been withheld for the year? __________

1.9. What is the regular pay rate of this person? ________________

1.10. How much did the person make after the tax deductions during this pay period? __________

2. **Circle the best answer.**

Example:

The pay stub :

a. can be deposited in a bank account.
b. can be cashed.
c. contains information about earnings and withholdings. **(Best answer)**
d. indicates how well the employee does his/her job.

2.1. The information on the above pay stub describes :

a. the tax deductions.
b. the net pay.
c. the gross pay.
d. all of the above.

2. 2. The net income can be calculated by:

a. subtracting the gross income from the federal tax.
b. subtracting all deductions from the gross income.
c. adding together all of the deductions.
d. none of the above.

2.3. The phrase "year to date earnings" refers to:

a. the net income for the present pay period.
b. your income for this entire year.
c. your deductions for the present pay period.
d. the total income from the beginning of the year to the end of the current pay period.

2.4. Federal withholding tax is the money:

a. the employer deducts from the pay check for retirement.

b. the employer deducts from the paycheck to support the state government.
c. the employer deducts from the paycheck to support the U.S. government.
d. all of the above.

2.5. Your "take-home pay" on your paycheck is your:

a. gross income.
b. net income.
c. tax deductions
d. none of the above.

3. Fill in each of the blanks on the left column with the best answer on the right column.

3.1. ___**gross income**

3.2. ___**net income**

3.3. ___**state income tax**

3.4. ___**social security tax**

3.5. ___**employee number**

3.6. ___**overtime**

a. taxes used by your state government.

b. your take-home income.

c. your income before deductions.

d. a number given to the employee by the employer.

e. a deduction which will be returned to you when you retire.

f. how much is paid for an hour.

3.7. ___**regular pay**	g.	time in excess of 40 working hours a week.
3.8. ___**"pay to the order of "**	h.	total earnings from the beginning of the year to the last day of the pay period.
3.9. ___**"year to date earnings"**	i.	the pay for the working time within 40 hours a week.
3.10.___**"pay rate"**	j.	a statement indicating that the person is eligible to cash the check.

Teacher's Guide

LESSON 10

HOW TO USE AND RECONCILE CHECKING ACCOUNTS

I. TEXT OVERVIEW

In this lesson, students will learn how to use and properly maintain a personal checking account.

The lesson will begin with a review of the general rules that govern checking accounts. Students will then examine the proper procedures for making deposits and writing personal checks. Special emphasis will be placed on the proper maintenance of an account record, and the importance of recording deposits, checks and any other transactions or expenditures in the check register.

The concluding portion of this lesson will cover the necessity of properly reconciling a personal checking account, and the procedures to complete the reconciliation. This will serve not only as a review of the entire lesson, but also to develop the skills necessary to enable the student to make full use of the bank's services. As such, it is hoped that the student will have enough confidence to inquire about the procedures that he/she may not understand, and to discover possible errors that can be found in his/her account.

II. KEY WORDS AND/OR PHRASES FOR DISCUSSION

As a result of	Because of; as a consequence; resulting from.
Bank statement	A monthly report of all transactions such as deposits and withdrawals
Blank check	A signed check with blank spaces: the name of the payee and the amount
Book of checks	A set of unsigned checks bound together like a book.
Canceled check	A check paid for, and then voided, by the bank.
Check register	Usually a booklet for recording the information on issued checks such as check numbers, dates, amounts of money paid or deposited, and names of the payees, etc.
Checking Account	a bank account mainly for the purpose of paying bills or expenditures.
Cover the check (to)	To have enough money in the bank account to pay for the amount on the check.

Deposit receipt	A piece of paper showing the amount of money you deposited in your bank account and the date you made the deposit. The receipt is for your records.
Deposit slip	A small form that you fill out when you make a deposit.
Deposit ticket	Also known as deposit slip.
Ending balance	The amount of money available in your account at the end of the bank statement period which is usually a month.
Insufficient funds	There is not enough money to pay for the check(s) you signed.
Keep track of (to)	To maintain a record of; to follow and/or to know about what is going on.
Schedule of service charges/fees	A listing of different types of services and how much each service costs.
Service fee	The expense or cost for the service.

III. TEACHING SUGGESTIONS

The following are suggested steps to teach each lesson, but of course the teacher should use whatever techniques he/she feels comfortable with:

1. first, the student should be given enough time to skim over the whole lesson in order to have some ideas about the contents of the lesson;
2. using simple language, summarize the main theme(s) of the lesson as well as its objectives;
3. encourage the student to study the **Key Words and Their Cambodian Translations**;
4. teach the lesson using different techniques such as the use of synonyms, antonyms, prefixes and suffixes, oral and written practices of key vocabularies and concepts, information questions with "what", "who", "why", "when", "how", etc. Furthermore, capitalize on already learned vocabularies , grammatical structures and concepts in teaching new vocabularies and concepts in a meaningful context, using examples or sentences to make the point or explain the lesson;
5. review what has just been taught;
6. go over **Key Words and/or Phrases for Discussion**;
7. administer tests and give feedback as soon as possible;
8. praise the student for his/her effort to learn.

LESSON 10

HOW TO USE AND RECONCILE CHECKING ACCOUNTS

I. OBJECTIVES:

In this lesson, you will learn about personal **checking accounts**. At the conclusion of this lesson, you should be able to:

1. understand the **rules** which you must follow when you have a checking account;
2. complete a **deposit ticket** properly, and make a deposit into your checking account;
3. write a personal check correctly and properly record it in the check **register.**
4. read and understand a **bank statement**, and **reconcile** your checking account using a bank statement and a check register.

II. KEY WORDS AND THEIR CAMBODIAN TRANSLATIONS

Advantage	សារប្រយោជន៍
Agree (to)	យល់ព្រម
Balance	ស្មើគ្នា
Bill	លិខិតទាលុយជំពាក់
Bounce (to)	លោតចុះឡើង. បណ្ដេញ
Cancel (to)	បដិសេធន៍
Charge (to)	យកកម្រៃ
Charge/fees	ថៃ. យកកម្រៃ
Clear (to)	ច្បាស់
Deposit	ដាក់ចូលក្នុង. ប្រាក់កក់
Falsify (to)	យល់ខុស
Forge (to)	ក្លែងក្លាយ. ប្រឡំ
Handle (to)	កាន់កាប់
Honor (to)	ស្មោះត្រង់
Manage (to)	ត្រួតត្រា. មើលការខុសត្រូវ
Overdraw (to)	ដកលើសកម្រិត
Pad	ទ្រនាប់
Payee	អ្នកទទួល
Pending	ព្យួរ មិនទាន់ត្រឡប់
Reconcile (to)	ត្រឹមត្រូវវិញ. ស្រុះស្រួល
Rule	មាត្រា. វិន័យ

Schedule	កាលវិភាគ	Transaction	កិច្ចការទាក់ទង
Statement	បញ្ជីរាយឈ្មោះ ឬ របស់	Troublesome	ដែលធ្វើឱ្យខូច
Supply	ផ្តល់បន្ទ្រម	Waive (to)	លើកលែង

III. HOW TO USE BANKING SERVICES

Having a personal **checking account** can be very helpful and can offer many **advantages** in **managing** money. However, if you do not understand the bank's **rules** and service **charges** or fees, and if you do not use your bank account properly, a checking account can also be very **troublesome** and sometimes very expensive.

Therefore, whether you already have a checking account or you are about to open an account, ask a person who works at the bank for a copy of the rules and a **schedule of service fees or charges** for checking accounts. Some banks charge a fee for each check you sign but **waive** this fee if you maintain a certain **balance** in your account.

A. MAKING DEPOSITS

When you first open your account, you will receive a book of **blank checks** without your name printed on them. However, about a week later your bank will send you a **supply** of checks and **deposit slips** with your name on them. The bank will charge to your account the cost of this supply.

The way you put money in your account is to make a **deposit.** To do so, you will have to use a deposit slip with your name and your account number printed on it. These slips are usually found in the back of your **book of checks**. A sample deposit slip can be found at the end of this lesson. For practice purposes, fill out the deposit slip correctly and completely. Make certain that you write the proper dollar amount(s) on the slip and the date of the deposit. Add the items of the deposit if there is more than one. It is also very important to record the date and amount of the deposit in the **check register**. Keep the **deposit receipt** which the bank gives you when you make your deposit. The receipt is proof of the deposit and is needed when you **reconcile** your account or if there is a question about the deposit.

B. WRITING A CHECK OR WITHDRAWING MONEY

When you write a personal check to pay a **bill** or to buy something, it is also very important that you write the check properly and completely, including the name of the **payee**. An incomplete check could be **forged** or used in a manner which you did not intend. A copy of a sample personal check can be found at the end of this lesson.

Before writing a check, make sure that you have enough money in your account **to cover the check**. If you write a check without enough money in your account, the bank will not **honor** your check because of **insufficient funds,** and will return it to you. In this case, your check **bounces** and your account is **overdrawn.** The bank will charge you a fee for **handling** the bouncing check. This fee or charge can cost as much as $30.00 per bad check.

Always use a pen whenever you write a personal check, . If you write a check in pencil, the dollar amount of the check and the name of the payee could be erased or changed, or the check could be **forged.**

Make certain that the dollar amounts are correct, and that the numbers and the written words indicating the amount are the same. Sign and date the check properly, and fill all of the spaces properly. Leaving blank spaces on the check could also allow someone to change the amount or **falsify** the check. Finally, before you remove the check from the **pad,** or give it to someone, make certain that you have recorded it properly, including the date and amount in the check register.

C. RECONCILING YOUR ACCOUNT

Each month you will receive a **statement** from the bank describing all of the **transactions** which occurred in your account over the past month. This statement lists all of the deposits you made to your account, as well as all of the checks which you wrote during this period. All of the checks which have **cleared** your account are returned to you along with the statement.

In order to maintain your account properly, it is necessary to **reconcile** your account. This procedure is very important if you want to know exactly how much money you have in your account; which checks are still **pending;** how much has been deposited; and any fees which the bank may have charged you over the past month.

In order to reconcile or balance your checking account, you must first look at all of the checks which you have written for that particular month and which have been returned to you. These **canceled checks** should be checked against the information recorded in your check register. Next, you must list all of the pending checks which you wrote over the past month but have not yet cleared.

Next, compare the **balance** in your check register with the "**ending balance**" on the bank statement. It is very likely that these balances will not **agree.** However, if you add all the pending checks and the ending balance on the bank statement, the total should be the same as the balance in your check register, and your account is reconciled. Remember, reconciling your account is not always easy, and sometimes it can take a long time. But if you do not reconcile your account each month, you cannot **keep track of** your money, and sometimes it can become very expensive because of a loss **as a result of** mistakes made by the bank.

IV. KEY WORDS AND/OR PHRASES FOR DISCUSSION

As a result of	ដោយហេតុនោះ. ដោយសារ
Bank statement	បញ្ជីរាយមុខរបស់ប្រចាំខែ
Blank check	សែកសំរាប់សរសេរ
Book of checks	សៀវភៅសំរាប់ចុះ. សៀវភៅសែក
Canceled check	បដិសេធសែក
Check register	សែកដែលសំរាប់សរសេរ
Checking account	សែកសំរាប់ប្រើប្រាស់
Cover the check (to)	ប្រាក់ដាក់ប្រចាំនៅធនាគារ ដើម្បីសរសេរសែក
Deposit insurance	ប្រាក់ទុកប្រចាំ
Deposit receipt	បង្កាន់ដៃដាក់លុយចេញពីធនាគារ
Deposit slip	ក្រដាស់សំរាប់សរសេរដាក់លុយនៅធនាគារ
Deposit ticket	បង្កាន់លុយ
Ending balance	ប្រាក់នៅសល់ប្រចាំខែ
Insufficient fund	សរសេរសែកដោយឥតមានប្រាក់នៅធនាគារ
Keep track of (to)	ដែលដឹងអំពីបញ្ហាផ្សេងៗ កត់បញ្ជីត្រឹមត្រូវ
Schedule of service charges/fees	តារាងបញ្ជាក់អំពីថ្លៃបំរើ
Service fee	ថ្លៃបំរើ

V. TESTS

1. Fill in each of the following blanks with T (True/Correct) or F (False/Wrong)

Example:

__The bank statement is a monthly report of all bank transactions such as deposits and withdrawals. (T)

1.1. ___When you pay a bill by check you have to fill out a deposit slip.

1.2. ___When the bank charges you for writing checks, it is called over withdrawal.

1.3. ___ A check bounces because of insufficient funds in the account.

1.4. ___There is no charge for bouncing a check.

1.5. ___Bank reconciliation is a process of checking the accuracy of all bank transactions.

1.6. ___You have to use a deposit slip to make a deposit in your own account.

1.7.___A payee is the person who pays you.

1.8.___A bank statement lists all the banking transactions over a period of time.

1.9.___The bank does not charge a fee for overwithdrawings.

1.10.__The account is reconciled if the total of the ending balance on the bank statement and the pending checks agrees with the balance in the check register.

2. **Fill in the each of the blanks within the best answer.**

Example:

You have to fill out a __________ when you make a deposit at the bank.

a. job application.
b. pay stub.
c. deposit slip. **(Best answer)**
d. request for information.

2.1. When you bounce a check, the bank will ______ you.

a. honor.
b. manage.
c. charge.
d. cover.

2.2. A_____lists all transactions at the end of the bank statement period.

a. deposit slip.
b. statement.

c. schedule.
d. bill.

2.3. If you have enough money in your bank account to pay for a bill, your check will _______.

a. bounce.
b. clear.
c. handle.
d. reconcile.

2.4. If you do not fill out your check properly, someone may _______ it.

a. honor .
b. charge.
c. deposit.
d. forge.

2.5. If you _____ a check, it will show up on your bank statement.

a. charge.
b. falsify.

c. deposit.
d. manage.

2.6. When you receive your bank statement, you should _______ it.

a. overdraw.
b. sign.
c. waive.
d. reconcile.

2.7. When you write a check, make certain that there are ______ funds in your bank account.

a. sufficient.
b. insufficient.
c. a lack of.
d. a schedule of.

2.8. The bank charges a _____ for over withdrawing.

a. rule.
b. transaction.
c. deposit.
d. fee.

2.9. When the bank ______ your bad check, it will charge you for this service.

a. handles.
b. falsifies.
c. signs.
d. deposits

2.10. You can write a check to pay a _____.

a. book of checks.
b. a bank statement.
c. bill.
d. schedule of fees.

2.11. Putting money into your account is called making a_____.

a. statement.
b. deposit.
c. reconciliation.
d. rule.

2.12. Depositing and withdrawing money, and writing checks are all examples of :

a. opening a checking account.
b. bank transactions.
c. bank statement reconciliation.
d. balancing the bank account.

2.13. The bank sends you ______ every month, which describes all of your transactions.

a. a schedule of fees.
b. a book of checks.
c. a supply of deposit slips
d. a statement.

2.14. A ____ is the person or business that you send a check to.

a. payee.
b. employer.
c. payer.
d. manager.

2.15. The first step in _____ your bank statement is checking your canceled checks against your check register.

a. forging.
b. honoring.
c. clearing.
d. reconciling.

2.16. If someone erases or changes any of the information on your check, then the check has been _____.

a. canceled.
b. forged.
c. over withdrawn.
d. reconciled.

2.17. If you write a check for more money than you have in your bank account, then your account is _____.

a. canceled.
b. closed.
c. over withdrawn.
d. covered.

2.18. The money available in your bank account is your ______.

a. balance.
b. deposit.
c. transaction.
d. schedule.

2.19. The final step in reconciling your bank account is to make sure that the "ending balance" ______ the balance in your check register.

a. agrees with.
b. does not agree with.
c. honors.
d. handles.

2.20. When you write a check with insufficient funds in your bank account, the bank will not _____ it.

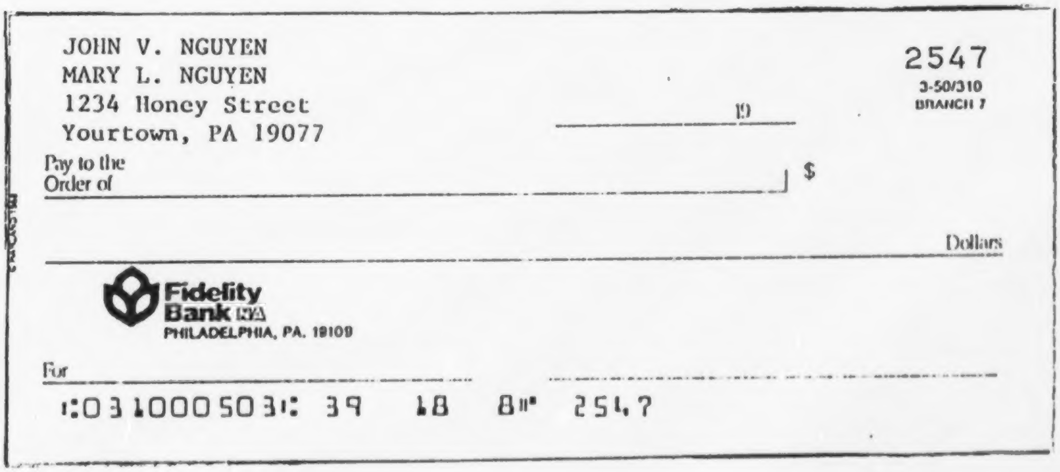
a. bounce.
b. honor.
c. waive.
d. cancel.

3. **Fill in each of the blanks on the left column with the best answer on the right column.**

3.1.___bill
3.2.___pending
3.3.___bounce
3.4.___account balance
3.5.___falsify
3.6.___clear
3.7.___deposit slip
3.8.___advantage
3.9.___rule
3.10.__waive

a. A check that has not been cashed yet.
b. What happens to a check when it is written for more money than you have in your account.
c. A statement of charges that you have to pay.
d. Intentionally making changes to give wrong information.
e. The amount of money available in your bank account.
f. After the bank has paid for your signed check.
g. When your bank does not charge you for a service that you are supposed to pay for.
h. What you are supposed to do or follow; a guide for conduct or action.
i. You have to use this form when you put money in your bank account.
k. Benefit as a result of an action.

Sample of a personal check



JOHN V. NGUYEN
MARY L. NGUYEN
1234 Honey Street
Yourtown, PA 19077

2547
3-50/310
BRANCH 7

19

Pay to the Order of $

Dollars

Fidelity Bank N.A.
PHILADELPHIA, PA. 19109

For

⑆031000503⑆ 39 18 8⑈ 2547

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Answer Keys

Lesson 1

Test 1

1.1. b. **1..2.** b. **1.3.** b. **1.4.** b. **1.5.** a.

Test 2

2.1. hiring, application **2.2.** charge **2.3.** sign, contract
2.4. experience **2.5.** employment agencies **2.6.** contact **2.7.** interest
2.8. hiring **2.9.** source job leads **2.10** neighborhood

Test 3

3.1. a. **3.2.** i. **3.3.** b. **3.4** d. **3.5.** f.
3.6. g. **3.7.** h. **3.8.** j. **3.9.** e. **3.10.** c.

Lesson 2

Test 1

1.1. b. **1.2.** a. **1.3.** a. **1.4.** d. **1.5.** a.
1.6. b. **1.7.** a. **1.8.** d. **1.9.** b. **1.10.** b.

Test 2

2.1. d. **2.2.** g. **2.3.** i. **2.4.** f. **2.5.** a.
2.6. c. **2.7.** j. **2.8.** h. **2.9.** b. **2.10.** e.

Test 3

3.1. Job openings **3.2.** look for, classified **3.3.** expense **3.4.** requirements
3.5. announce **3.6.** daily basis **3.7.** services **3.8.** represent
3.9. opportunities **3.10.** training course

Lesson 3

Test 1

1.1. T **1.2.** F **1.3.** T **1.4.** F **1.5.** T
1.6. T **1.7.** F **1.8.** T **1.9.** F **1.10.** F

Test 2

2.1. type **2.2.** financial situation **2.3.** first impression
2.4. employmeny history **2.5.** purpose **2.6.** N/A
2.7. references **2.8.** suggestions **2.9.** overlook
2.10 prospective employer

Test 3

3.1. e. **3.2.** f. **3.3.** i. **3.4** a. **3.5.** b.
3.6. g. **3.7.** d. **3.8.** c. **3.9.** j. **3.10.** h.

Lesson 4

Test 1
1.1. j. **1.2.** e. **1.3.** h. **1.4.** g. **1.5.** b.
1.6. a. **1.7.** c. **1.8.** i. **1.9.** f. **1.10.** d.

Test 2
2.1. F **2.2.** T **2.3.** F **2.4.** T **2.5.** F
2.6. T **2.7.** T **2.8.** F **2.9.** T **2.10** T

Test 3
3.1. application,convince **3.2.** punctuation **3.3.** inquiry letter
3.4 establish first contact **3.5.** satisfied **3.6.** impressive
3.7. cover, sell yourself **3.8.** referred **3.9.** interview, convenience
3.10. qualifications **3.11.** improve **3.12.** handwritten
3.13. resume **3.14.** crucial **3.15.** attention

Lesson 5

Test 1
1.1. a. **1.2.** d. **1.3.** d. **1.4.** d. **1.5.** b.

Test 2
2.1. F **2.2.** T **2.3.** T **2.4.** F **2.5.** F
2.6. F **2.7.** T **2.8.** F **2.9.** F **2.10** F
2.11. T **2.12.** F **2.13.** F **2.14.** T **2.15.** F

Test 3
3.1. f. **3.2.** g. **3.3.** l. **3.4.** i. **3.5.** c.
3.6. a. **3.7.** j. **3.8.** b. **3.9.** d. **3.10.** h.
3.11. e. **3.12.** k. **3.13.** o. **3.14.** m. **3.15.** n.

Lesson 6

Test 1
1.1. F **1.2.** T **1.3.** T **1.4.** F **1.5.** F
1.6. F **1.7.** T **1.8.** F **1.9.** T **1.10.** T

Test 2
2.1. a degree, training in computer **2.2.** introduce **2.3.** well-prepared
2.4. "roundabout", to-the-point **2.5.** extra-curricular activities
2.6. well-groomed, appearance **2.7.** starting salary
2.8. pay scale **2.9.** benefits **2.10** confidence

Test 3
3.1. b. **3.2.** d. **3.3.** b. **3.4** c. **3.5.** b.
3.6. d. **3.7.** d. **3.8.** a. **3.9.** d. **3.10.** d.

Lesson 7

Test 1

1.1. d. **1.2.** d. **1.3.** b. **1.4.** d. **1.5.** a.
1.6. b. **1.7.** a. **1.8.** c. **1.9.** a. **1.10.** a.

Test 2

2.1. dependents, claim **2.2.** collects, social security **2.3.** withhold
2.4. earnings **2.5.** disabled, benefits **2.6.** contribute
2.7. insurance **2.8.** legal **2.9.** credited **2.10.** payroll

Test 3

3.1. a. **3.2.** f. **3.3.** i. **3.4.** j. **3.5.** d.
3.6. e. **3.7.** k. **3.8.** b. **3.9.** l. **3.10.** c.
3.11. h. **3.12.** g. **3.13.** o. **3.14.** n. **3.15.** m.

Lesson 8

Test 1

1.1. b. **1.2.** b. **1.3.** c. **1.4.** b **1.5.** b.
1.6. d. **1.7.** a. **1.8.** a. **1.9.** d. **1.10.** d.

Test 2

2.1. d. **2.2.** c. **2.3.** d. **2.4.** d. **2.5.** b.

Test 3

3.1. c. **3.2.** d. **3.3.** e. **3.4.** j. **3.5.** g.
3.6. f. **3.7.** b. **3.8.** h. **3.9.** i. **3.10.** a.

Lesson 9

Test 1

1.1. 5/21/93 **1.2.** 88 **1.3.** 4,726.97 **1.4.** 105.60 **1.5.** 14.08
1.6. 106 **1.7.** 6,320 **1.8.** 1,593.03 **1.9.** 8 **1.10.** 528.61

Test 2

2.1. d. **2.2.** b. **2.3.** d. **2.4.** c. **2.5.** b.

Test 3

3.1. c. **3.2.** b. **3.3.** a. **3.4.** e. **3.5.** d.
3.6. g. **3.7.** i. **3.8.** j. **3.9.** h. **3.10.** f.

Lesson 10

Test 1

1.1. F **1.2.** F **1.3.** T **1.4.** F **1.5.** T
1.6. T **1.7.** F **1.8.** T **1.9.** F **1.10.** T

Test 2

2.1.	c.	**2.2.**	b.	**2.3.**	b.	**2.4.**	d.	**2.5.**	c.
2.6.	d.	**2.7.**	a.	**2.8.**	d.	**2.9.**	a.	**2.10**	c.
2.11.	b.	**2.12.**	b.	**2.13.**	d.	**2.14.**	a.	**2.15.**	d.
2.16.	b.	**2.17.**	c.	**2.18.**	a.	**2.19.**	a.	**2.20.**	b.

Test 3

3.1.	c.	**3.2.**	a.	**3.3.**	b.	**3.4.**	e.	**3.5.**	d.
3.6.	f.	**3.7.**	i.	**3.8.**	k.	**3.9.**	h.	**3.10.**	g.

Bilingual English - Cambodian Glossary

Each entry, whether a word or a phrase, is folowed by the letter "L" and a number. This combination indicates that the word or the phrase can be found in the lesson indicated by the number, for instance "**L.2** " means lesson 2, **L.2/L.5** means both lesson 2 and lesson 5, etc.

A lot of (L.9)	ច្រើន
Abbreviation (L.1/L.2)	សរសេរកាត់
Account (L.7)	លេខកុងនៅធនាគារ
Accurate (L.5)	ត្រឹមត្រូវ, ពិត
Achieve (to) (L.5)	បំពេញគោលបំណង
Acquaint (to) (L.3)	យល់ដឹង
Ad (advertisement) (L.1)	ការផ្សាយដំណឹង
Administer (to) (L.7)	ចាត់ចែង
Advantage (L.10)	សារប្រយោជន៍
Advertise (to) (L.2)	ផ្សាយ
Advertisement/"ad" (L.2)	ការផ្សាយដំណឹង
Advertising (L.5)	ការផ្សាយ
Agency (L.1)	ភ្នាក់ងារ
Agree (to) (L.10)	យល់ព្រម
Alien (L.5)	អ្នកដែលរស់នៅក្នុងប្រទេសគេ
Allowance (L.7)	ផ្តល់ប្រាក់ត្រឹមត្រូវតាមទំលាប់
Alphabetize (to) (L.1)	រៀបតាមលំដាប់អក្សរ
Amount (L.9)	ចំនួន
Announce (to) (L.2)	ប្រកាស
Appearance (L.6)	ការបង្ហាញ
Applicable to (L.5)	អនុវត្តបានត្រឹមត្រូវ

Applicant (L.3)	អ្នកដាក់ពាក្យសុំ
Application (L.1/L.3)	ក្រដាសដាក់ពាក្យសុំ, បំពេញពាក្យសុំ
Apply (to) (L.3)	ដាក់ពាក្យសុំ
Approach (L.1)	របៀបទាក់ទង
Argumentative (L.6)	ប្រកែក, រករឿង
As a result of (L.10)	ដោយហេតុនោះ, ដោយសារ
As soon as possible (L.7)	ភ្លាមៗ
Attention (L.4)	ប្រុងប្រយ័ត្ន, យកចិត្តទុកដាក់
Attitude (L.6)	ចរិត, ចរិយា, មារយាទ
Available (L.1/L.2)	ដែលអាចរកបាន
Avoid (to) (L.2)	ជៀសវាង
Background (L.3/L.5)	ជីវប្រវត្តន៍
Balance (L.10)	ស្មើគ្នា
Bank account (L.7)	កុងសំរាប់ដាក់ ឬ ដកប្រាក់
Bank statement (L.10)	បញ្ជីរាយមុខរបស់ប្រចាំខែ
Base upon (to) (L.4)	គោលទៅតាម
Basis (L.2)	មូលដ្ឋាន
Be better prepared (L.5)	ត្រៀមទុកជាមុន
Be over (to) (L.6)	បញ្ចប់
Benefit (L.6/L.7)	ប្រយោជន៍
Bill (L.7/L.10)	លិខិតទាលុយជំពាក់
Blank (L.3)	ចន្លោះ
Blank check (L.10)	សែកសំរាប់សរសេរ
Book of checks (L.10)	សៀវភៅសំរាប់ចុះ, សៀវភៅសែក
Bothersome (L.6)	ដែលរំខាន
Bounce (to) (L.10)	លោតចុះឡើង, បណ្តេញ

Calculate (to) (L.9)	ការគិតលេខ
Cancel (to) (L.10.)	បដិសេធ
Canceled check (L.10)	បដិសេធសែក
Case (L.2)	ទូទៅ
Cash (to) (L.9)	លុយ, ប្រាក់
Cash benefit (L.7)	ប្រាក់ត្រូវបានទទួល
Certain (L.2)	ពិតប្រាកដ
Certify (to) (L.7)	ទុកចិត្តថាត្រឹមត្រូវ
Chance to make the first impression (L.5)	មានផ្លូវអោយគេចាប់អារម្មណ៍
Charge (L.1/L.10)	ថ្លៃ
Charge (to) (L.1)	យកកម្រៃ
Check (L.9)	សែក
Check register (L.10)	សែកដែលសំរាប់សរសេរ
Check stub (L.9)	កន្ទុយសែក
Checking account (L.10)	សែកសំរាប់ប្រើ
Circle (L.3)	មូល, រង្វង់
Circumstance (L.7)	កាលៈទេសៈ
Citizen (L.5)	ប្រជាពលរដ្ឋ
Claim (to) (L.7)	ចុះប្រកាស
Classified (L.2)	បែងចែកជាក្រុម, ជាថ្នាក់, ជាពួក
"Classified" section (L.2)	ផ្នែកពាណិជ្ជកម្ម
Clean shaven (L.6)	កាត់សក់ និងកោរពុកមាត់ឱ្យស្អាត
Clear (to) (L.10)	ច្បាស់
Clerk typist (L.4)	ស្មៀនវាយអង្គុលីលេខ
Collect (to) (L./5L.7)	ប្រមូលផ្តុំ
Comfortable (L.3)	ដែលស្រួល

Company (L.2)	ក្រុមហ៊ុន
Compensation (L.8)	ការសងវិញ
Compile (L.1)	ប្រមូល
Complete address (L.3)	អាស័យដ្ឋានត្រឹមត្រូវ
Conduct (to) (L.6)	ដឹកនាំ ធ្វើ
Confidence (L.6)	ដែលទុកចិត្ត
Consider (L.3)	ពិចារណា
Considerate (L.6)	ការពិចារណា
Consist of (to) (L.9)	បញ្ចូលរួម
Contact (L.1/L.4)	ទាក់ទង
Contain (to) (L.2)	ដែលមាន
Contribute (to) (L.7)	រួមចំណែក
Contribution (L.7)	ការចូលរួមចំណែក. វិភាគទាន
Convenience (L.4)	ស្ថានភាពដែលហុចឱ្យ
Convince (to) (L.4)	យោលទៅតាម
Corrective (L.6)	កែតម្រូវ
Costly (L.2)	ថ្លៃ. តម្លៃថ្លៃ
Course (L.2)	មុខវិជ្ជាអ្វីមួយ
Course of studies (L.5)	មុខវិជ្ជាសិក្សា
Courteous (L.6)	ការគួរសម
Cover letter (L.4)	សំបុត្ររាយការណ៍
Cover the check (to) (L.10)	ប្រាក់ដាក់ប្រចាំនៅធនាគារ ដើម្បីសរសេរសែក
Credit (to) (L.7)	បញ្ចូល
Crucial (L.4)	សំខាន់. ចាំបាច់
Current (L.9.)	ឥឡូវ
Current earnings (L.9)	ប្រាក់ចំណូលឥឡូវ (ចំណូលថ្មី)

Curriculum (L.6)	កម្មវិធីសិក្សា
Daily basis (L.2)	ជារៀងរាល់ថ្ងៃ
Data (L.5)	ទិន្នន័យ
Deduct (to) (L.8)	ដក
Deduction (L.9)	ដកចេញ
Department (L.9)	ផ្នែក, ក្រុម
Depend upon (to) (L.2)	យោលទៅតាម
Dependent (L.7)	អ្នកនៅក្នុងបន្ទុក
Deposit (L.7/L.10)	ដាក់ចូលក្នុង, ប្រាក់កក់
Deposit insurance (L.10)	ប្រាក់ទុកប្រចាំ
Deposit receipt (L.10)	បង្កាន់ដៃដាក់លុយចេញពីធនាគារ
Deposit slip (L.10)	ក្រដាស់សំរាប់សរសេរដាក់លុយនៅធនាគារ
Deposit ticket (L.10)	បង្កាន់លុយ
Describe (to) (L.2)	រៀបរាប់
Design (to) (L.5)	ប្លង់, គំនូរ
Direction (L.6)	គោលដៅ, ទិស
Disabled (L.7)	ពិការ
Disagree (to) (L.6)	មិនយល់ស្រប
Divorced (L.5)	បានលែងលះគ្នា
Do (to) one's best (L.6)	ដែលអាចធ្វើទៅបាន
Do your best (to) (L.6)	ដែលអាចទៅបាន
Document (L.6)	ឯកសារ
Double check (to) (L.6)	ពិនិត្យម្តងទៀត
Draft (L.4)	ព្រៀងទុក
Dress code (L.6)	ស្លៀកពាក់ឱ្យត្រឹមត្រូវ
Duty (L.6)	យាម, កិច្ចការ

Earn (to) (L.1)	ទទួលប្រាក់
Earner (L.7)	អ្នករកចិញ្ចឹមជីវិត
Earning (L.7/L.8)	ប្រាក់ចំណូល
Education (L.2)	ការអប់រំ
Educational background (L.3)	ជីវវិជ្ជា. វិជ្ជាជីវៈ
Eligibility (L.7)	អ្នកដែលមានសិទ្ធិ
Eligible (L.7)	មានសិទ្ធិ
Emphasize (to) (L.5)	បញ្ជាក់
Employee number (L.9)	លេខប្រចាំអ្នកធ្វើការ
Employer's convenience (L.4)	ពេលដែលហុចឱ្យរបស់ម្ចាស់ការងារ
Employer's Identification Number (L.8)	លេខអត្តសញ្ញាប័ត្រប្រចាំក្រសួងការងារ
Employment (L.1)	ការងារ
Employment agency (L.1/L.2)	ក្រសួងរកការងារ
Employment history (L.3)	ជីវប្រវត្តិការងារ
Encourage (to) (L.6)	លើកទឹកចិត្ត
Ending balance (L.10)	ប្រាក់នៅសល់ប្រចាំខែ
Entitle (to) (L.7)	មានសិទ្ធិ ឬឈ្មោះទទួល
Entitle (to) (L.8)	មានសិទ្ធិនឹងទទួល
Establish (to) (L.4)	បើក
Establish first contact (L.4)	បើកការទាក់ទងជាមុន
Evaluate (to) (L.5)	ឱ្យតម្លៃ
Examine (to) (L.8)	មើល. ពិនិត្យ
Exceed (to) (L.7)	លើស
Exception (L.7)	លើកលែង
Expense (L.2/L.7)	ចំណាយ. ថ្លៃ
Experience (L.1)	ការពិសោធន៍

Extra-curricular (L.6)	កម្មវិធីក្រៅ
Extra-curricular activities (L.6)	មុខវិជ្ជាផ្សេងៗទៀត
Eye contact (L.6)	មើលគ្នាទៅវិញទៅមក
F.I.C.A. (L.8)	ប្រាក់ចូលរួមគ្នាសម្រាប់ដល់ពេលរ៉ីក្រែត (ចូលនិវត្ត)
Falsify (to) (L.10)	ច្រឡំ, កែបន្លំ
Favorite (L.6)	ដែលចូលចិត្តជាង
Federal (L.7)	សហគមន៍
Fee (L.1/L.2)	ថ្លៃឈ្នួល
Fidget (to) (L.6)	រពិស, មិននៅស្ងៀម
File (to) (L.8)	ធ្វើតាក់ (ពន្ធ)
Fill out (to) (L.1)	បំពេញ
Financial (L.3)	ពីរឿងលុយកាក់
Financial situation (L.3)	ជីវភាពរស់នៅ
Find out (to) (L.2)	រកមើល, ស្រាវជ្រាវ
First draft (L.4)	ព្រៀងទុកទីមួយ
First impression (L.3/L.6)	ធ្វើឱ្យចាប់អារម្មណ៍, គួរទុកចិត្ត
Follow instructions (L.6)	ធ្វើតាមបង្គាប់
Follow-up (to) (L.6)	រំលឹក
Follow-up action (L.6)	ចលនាក្រោយៗទៀត
Forge (to) (L.10)	ក្លែងក្លាយ, ប្រឡំ
Formal (L.6)	ធម្មតា
Foundation (L.2)	ការរកឃើញ
Full-time (L.6)	ធ្វើការពេញម៉ោង, (៤០ម៉ោងក្នុងមួយអាទិត្យ)
Fund (L.7)	ប្រាក់ដែលទុកមក
Gather (to) (L.5)	ប្រមូលផ្តុំ
Goal (L.3)	គោលដៅ

Government (L.1)	រដ្ឋការ
Government job center (L.1)	រដ្ឋមន្ទីរការងារ
Groom (to) (L.6)	សំអាង, លាប
Grooming (L.6)	សំអាងខ្លួនប្រាណ
Gross (L.9)	ប្រាក់មុនកាត់តាក់ (ពន្ធ)
Gross pay (L.9)	ប្រាក់ឱ្យមុនពេលកាត់តាក់ (ពន្ធ)
Hand-write (to) (L.4)	សរសេរដៃ
Handle (to) (L.10)	កាន់កាប់
Handwrite (to) (L.4)	អក្សរដៃ
Happen (to) (L.2)	កើតមានឡើង
Having manners (L.6)	ចរិយា, លក្ខណៈត្រឹមត្រូវ
Health (L.7)	សុខភាព
Health insurance trust fund (L.7)	លុយប្រចាំសុខភាព, ឬនៅពេលរ៉ីត្រែត
Help Wanted (L.1)	ដំណើររកមនុស្សធ្វើការ
Helpful (L.2)	ជាជំនួយ
Highest level of schooling (L.5)	ថ្នាក់រៀនខ្ពស់បំផុត
Hiring (L.1)	ការជួលឱ្យធ្វើការ
History (L.5)	ប្រវត្តិរូប
Hobby (L.6)	ចូលចិត្តធ្វើនៅពេលទំនេរ
Honestly (L.6)	សេចក្តីស្មោះត្រង់
Honor (to) (L.10)	ស្មោះត្រង់
Hourly (L.9)	រាល់ម៉ោង
Identification (L.7)	សញ្ញាប័ត្រ
Immediate employment (L.2)	ត្រូវការអ្នកធ្វើការភ្លាមៗ
Immigration (L.5)	អន្តោប្រវេសន៍
Impersonal (L.5)	មិនផ្ទាល់ខ្លួន

Impress (to) (L.1)	ចាប់អារម្មណ៍
Impression (L.3)	ការចាប់អារម្មណ៍
Impressive (L.4)	សេចក្ដីចាប់អារម្មណ៍
Improve (to) (L.4)	បង្កើន, ប្រសើរជាងមុន
Improvement (L.4)	ការប្រសើរជាងមុន
In detail (L.5)	យ៉ាងល្អិតល្អន់, គ្រប់សព្វ, ជាពិស្ដារ
Individual personal history (L.5)	ជីវប្រវត្តិរបស់មនុស្សម្នាក់ៗ
In person (L.2/L.6)	ដោយផ្ទាល់មុខ
Income (L.7/L.8)	ប្រាក់ចំណូល
Information (L.1)	ពត៌មាន
Inquiry (L.1)	សួរ
Inquiry letter (L.4)	សំបុត្រសួរពីដំណឹងផ្សេងៗ
Instruction (L.6/L.3)	ការបង្ហាញ, បង្រៀន
Insufficient fund (L.10)	សរសេរសែកដោយឥតមានប្រាក់នៅធនាគារ
Insurance (L.7/L.8/L.9)	ធានារ៉ាប់រង
Interest (L.1/L.2)	ចំណូលចិត្ត
Internal Revenue Service (IRS) (L.7/L.8)	ក្រសួងទទួលការខុសត្រូវផ្នែកតាក់(ពន្ធ)
Interrupt (to) (L.6)	រំខាន
Interview (to) (L.6)	សម្ភាន៍
Interviewee (L.6)	អ្នកឆ្លើយ
Interviewer (L.6)	អ្នកសួរ
Introduce (L.6)	បង្ហាញ, ណែនាំ
Involve (to) (L.1)	ចូលរួម
Item (L.9)	របស់
Job available (L.2)	ដែលមានការងារ
Job lead (L.1)	ពត៌មានអំពីការងារ

Job opening (L.1)	ត្រូវការមនុស្សធ្វើការ
Job qualification (L.6)	គុណសម្បត្តិ និងការងារ
Job requirement (L.2)	មុខវិជ្ជាតម្រូវក្នុងការងារ
Job search (L.1)	ស្រាវជ្រាវរកការងារ
Job search process (L.6)	គម្រោងរកការងារ
Keep track of (to) (L.10)	ដែលដឹងអំពីបញ្ហាផ្សេងៗ កត់បញ្ជីត្រឹមត្រូវ
Legal (L.5/L.7)	តាមច្បាប់
Letter of application (L.4)	សំបុត្រដាក់ពាក្យសុំធ្វើការ
Level (L.5)	ថ្នាក់ ឬ ជាន់
Limitation (L.3)	ដែលមានកម្រិត
List (L.3)	រាយនាម
List (to) (L.2)	ចុះឈ្មោះនៅក្នុង
Locate (to) (L.2)	ដែលមានទីកន្លែង
Logical (L.5)	ស្របតាមហេតុផល
Look for (to) (L.2)	រក, ស្រាវជ្រាវ
Machine tool (L.5)	ប្រដាប់ប្រដារធ្វើម៉ាស៊ីន
Manage (to) (L.10)	ត្រួតត្រា, មើលការខុសត្រូវ
Manner (L.5)	របៀប
Marital (L.5)	ប្តីប្រពន្ធ
Marital and immigration status (L.5)	ជីវប្រវត្តប្តីប្រពន្ធ និងអន្តោប្រវេសន៍
Married (L.5)	បានរៀបការ
Medical (L.7)	វិជ្ជាពេទ្យ
Medicare (L.8)	សំបុត្រធានាខាងសុខភាព
Medicare benefit (L.8)	ប្រាក់ប្រចាំសុខភាព
Mention (L.5)	ប្រាប់ឱ្យដឹងមុន
Messy (L.3)	គ្មានសណ្តាប់ធ្នាប់

Misunderstand (L.1)	មិនយល់
Monitor (to) (L.6)	ត្រួតពិនិត្យ
Neighborhood (L.1)	អ្នកជិតខាង
Net (L.9)	ប្រាក់ក្រោយកាត់ពន្ធ (តាក់)
Net pay (L.9)	ប្រាក់ឱ្យក្រោយពេលកាត់តាក់ (ពន្ធ)
Nickname (L.3)	ឈ្មោះហៅក្រៅ
Non-taxable (L.8)	មិនយកពន្ធ
Not applicable (N/P) (L.3)	ដែលគ្មានការទាក់ទង
Notice (to) (L.1/L.2)	សង្កេត, សំគាល់
Offensive (L.3)	ការអាក់អន់ចិត្ត
Offer (to) (L.2)	ដែលផ្តល់ជូន
Omit (to) (L. 5)	មិនបូកបញ្ចូល
On behalf of (L.7)	ទទួលជំនួស
On your behalf (L.8)	ឈរឈ្មោះឱ្យ
Opinion (L.6)	យោបល់
Opportunity (L.2/L.6)	ភាពដែលអាចមានឡើង
Organization (L.5)	ការរៀបចំ
Overdraw (to) (L.10)	ដកលើសកម្រិត
Overlook (L.3)	មើលឱ្យឆ្ងាយ
Overtime (OT) (L.9)	ធ្វើការលើសពី ៤០ ម៉ោងក្នុងមួយអាទិត្យ
Overtime rate (L.9)	អត្រាកម្រិតធ្វើការលើសម៉ោង
Pad (L.10)	ទ្រនាប់
Part-time (L.6)	ធ្វើការតិចជាង៤០ម៉ោងក្នុងមួយអាទិត្យ
Particular (L.2)	មួយពិតប្រាកដ
Pay period (L.9)	កម្រិតពេលសងប្រាក់
Pay rate (L.9)	កម្រិតការសងប្រាក់ជាម៉ោង ខែ ឬឆ្នាំ

Pay scale (L.6)	តារាងប្រាក់ខែ-ឆ្នាំទៅតាមសមត្ថភាព
Pay stub (L.9)	កន្ទុយសែក
Paycheck (L.9)	សែកដែលទទួលពីក្រុមហ៊ុន
Payee (L.7/L.10)	អ្នកទទួល
Payroll (L. 7/L.9)	ប្រាក់ប្រចាំបុគ្គលិក
Payroll check (L.9)	សែកប្រចាំបុគ្គលិកក្រុមហ៊ុន
Penalty (L.7)	ដាក់ទោស, ពិន័យ
Pending (L.10)	ព្យួរ មិនទាន់ត្រឡប់
Pension (L.8)	ប្រាក់រ៉ឺត្រែត
Pension plan (L.8)	បង់ប្រាក់ចូលនិវត្ត (រ៉ឺត្រែត)
Period (L.9)	រយៈពេល
Period beginning (L.9)	រយៈពេលមុនដំបូង
Period ending (L.9)	រយៈពេលក្រោយបង្អស់
Permit (to) (L.3)	អនុញ្ញាត
Personal (L.3)	ផ្ទាល់ខ្លួន
Personal background data (L.5)	ជីវប្រវត្តដើម
Personal information (L.5)	ពត៌មានផ្ទាល់ខ្លួន
Personal interview (L.4)	សុំធ្វើសម្ភាសន៍ផ្ទាល់ខ្លួន
Personal limitation (L.3)	កម្រិតផ្ទាល់ខ្លួន
Personal question (L.3)	សំណួរផ្ទាល់ខ្លួន
Plan (to) (L.1)	គម្រោង
Popular (L.2)	ល្បីល្បាញ
Portion (L.7)	ផ្នែក, ភាគ
Position (L.6)	មុខងារ
Preliminary (L.5)	ចាប់ផ្ដើម, ដំបូងបង្អស់
Preliminary data (L.5)	សេចក្ដីដំបូង

Presentation (L.5)	ការបង្ហាញឱ្យឃើញ
President (L.2)	ប្រធាន
Private (L.1)	ឯកជន
Process (L.1)	បន្តដំណើរ
Profit (L.2)	ចំណេញ
Pronounce (to) (L.6)	អានតាម
Pronunciation (L.6)	សូរសម្លេង, សូរស័ព្ទ
Proper punctuation (L.4)	ដាក់ខណ្ឌសញ្ញាឱ្យត្រឹមត្រូវ
Prospective (L.3/L.5)	ទៅអនាគត
Prospective employer (L.3/L.5)	អ្នកឱ្យការងារនៅអនាគត
Provide (to) (L.2)	ផ្តល់
Punctuation (L.4)	ប្រើខណ្ឌសញ្ញា (។)
Purpose (L.3)	គោលដៅ
Purpose (L.8)	ប្រាក់រីត្រែត (ប្រាក់ចូលនិវត្ត)
Qualification (L.4/L.6)	មានសិទ្ធិនឹងទទួល, គុណសម្បត្តិ
Quality (L.4)	គុណភាព
Quit (to) (L.6)	ឈប់, លាលែង
Race (L.3)	ពូជសាសន៍
Reader (L.2)	អ្នកអាន
Recommend (to) (L.5)	សំបុត្រគាំទ្រ
Reconcile (to) (L.10)	ត្រឹមត្រូវវិញ, ស្រុះស្រួល
Record (L.8)	បញ្ជី
Refer (to) (L.4)	យោលទៅតាម
Reference (L.3/L.4/L.6)	អ្នកធ្វើលិខិតបញ្ជាក់
Referral (L.4)	បញ្ជូន
Refuse (to) (L.3)	បដិសេធន៍
Regular hourly rate (L.9)	ប្រាក់ម៉ោងធម្មតា

Regular time	(L.9)	ធ្វើការ៤០ម៉ោងក្នុងមួយអាទិត្យ
Religion	(L.3)	សាសនា
Represent (to)	(L.1/L.2)	តំណាងអ្វីមួយ
Require (to)	(L.1/L.2)	ដែលត្រូវការ
Requirement	(L.2)	សេចក្តីត្រូវការ
Respectful	(L.6)	គោរពកោតខ្លាច
Respond (to)	(L.2)	ឆ្លើយតប
Response	(L.2)	ការឆ្លើយតប
Resume	(L.4/L.5)	ក្រដាស់សង្ខេបរកការងារ
Retirement	(L.8/L.9)	ដែលចូលនិវត្ត (រុីត្រែត)
Review	(L.5)	សារឡើងវិញ
Review (to)	(L.6)	សារឡើងវិញ
"Round about"	(L.6)	និយាយពីនេះពីនោះ, មិននិយាយចំៗ
Rule	(L.10)	មាត្រា, វិន័យ
Rush (to)	(L.6)	ប្រញាប់ប្រញាល់
Salary	(L.9)	ប្រាក់ខែ ឬ ឆ្នាំ
Salary vs. wages	(L.8)	ប្រាក់ខែ ឬ ឆ្នាំ, ជាប្រាក់ម៉ោង
Satisfy (to)	(L.4)	ពេញចិត្ត
Savings	(L.9)	ការសន្សំ
Saying	(L.5)	ការកំពុងនិយាយ
Schedule	(L.10)	កាលវិភាគ
Schedule (to)	(L.6)	កាលវិភាគ
Schedule of service charges/fees	(L.10)	តារាងបញ្ជាក់អំពីថ្លៃបំរើ
Schooling	(L.5)	កំពុងនៅពេលសិក្សា
Section	(L.2)	ភាគ, វគ្គ
Self-confidence	(L.3)	កក់ក្តៅក្នុងខ្លួន

Sell oneself (L.4)	បង្ហាញភាពពិតរបស់ខ្លួន
Serve (to) (L.1)	បំរើ
Service (L.1)	ការបំរើ
Service fee (L.10)	ថ្លៃបំរើ
Shortcoming (L.5)	កំហុស
Sign (L.1)	សញ្ញា. ចុះហត្ថលេខា
Signature (L.4)	ហត្ថលេខា
Single (L.5)	លីវ
Situation (L.2)	ស្ថានភាព
Skill (L.1/L.2)	មុខវិជ្ជាស្ទាត់ជំនាញ
Slang (L.6)	ពាក្យចាតផ្សារ
Slouch (to) (L.6)	អង្គុយទ្រេតទ្រោត
Social Security Administration (L.7)	ក្រសួងទទួលខុសត្រូវផ្នែកអត្តសញ្ញាណប័ណ្ណ (ក្រសួងសង្គមកិច្ច)
Social security (L.7)	អត្តសញ្ញាណប័ណ្ណប្រចាំខ្លួន (កាត់សង្គមកិច្ច)
Social security account (L.7)	កុងអត្តសញ្ញាណប័ណ្ណ
Source (L.1)	ប្រភព
Spare (time) (L.6)	ពេលទំនេរ
Special purposes (L.8)	គោលសំខាន់ៗ
Specialize (to) (L.1)	ឯកទេសខាងការងារ
Specifically (L.3/L.4)	ការជាក់លាក់
Spouse (L.7)	ប្តី ឬ ប្រពន្ធ
Starting salary (L.6)	ប្រាក់ប្រចាំខែ.ឬឆ្នាំដំបូង
State (to) (L.4)	ថ្លែងប្រាប់
Statement (L.10)	បញ្ជីរាយឈ្មោះ ឬ របស់
Status (L.5)	ឋានៈ
Straightforward (L.6)	តាមត្រង់

Strength (L.5)	ភាពរឹងមាំ
Stub (L.9)	កន្ទុយ
Style (L.5)	ម៉ូដ, ម៉ាក
Subject (L.8)	កម្មវត្ថុ
Subscriber (L.1)	អ្នកទិញប្រចាំខែ, ឬឆ្នាំ
Succeed (to) (L.4)	សម្រេចគោលបំណង
Succinct (L.5)	ខ្លីហើយច្បាស់លាស់
Succinct manner (L.5)	រៀបចំឱ្យច្បាស់ហើយខ្លីៗ
Suggestion (L.3)	ការឱ្យយោបល់ផ្សេងៗ
Summarize (to) (L.5)	បង្រួញឱ្យខ្លី
Summary (L.5)	សង្ខេប
Supervisor (L.6)	អ្នកមើលការខុសត្រូវ
Supply (L.10)	ផ្តល់បន្ថែម
Switch (to) (L.8)	ប្តូរពីនេះទៅនោះ
System (L.7)	របៀប
Take-home money (L.7)	ប្រាក់ដែលកាត់ពាក់ (ពន្ធ) រួចហើយ
Tax return (L.8)	ពន្ធដែលត្រូវត្រឡប់មកវិញ
Taxable (L.8)	ដែលបានដាក់ពន្ធ
Telephone directory (L.1)	សៀវភៅដែលមានឈ្មោះមនុស្ស និង លេខទូរស័ព្ទអ្នកជាវ
"Thank you" letter (L.4)	សំបុត្រថ្លែងអំណរគុណ
Time-and-a-half (L.9)	មួយកន្លះ
Tip (L.8)	ចាក់ឱ្យក្រៅ
Title (L.8)	ចំណងជើង, ឈ្មោះ
To the order of (L.9)	សំរាប់ចំពោះ
To the point (L.6)	និយាយចំៗ
Training (L.2)	ការហាត់រៀនធ្វើការ
Training course (L.2)	មុខវិជ្ជាដែលត្រូវហ្វឹកហ្វឺន

Transaction (L.10)	កិច្ចការទាក់ទង
Tricky (L.2)	កល, ល្បិច
Troublesome (L.10)	ដែលធ្វើឱ្យខូច
Trust (L. 7)	ការទុកចិត្ត
Truthfully (L.6)	ដោយស្មោះត្រង់
Type (L.3)	វាយអង្គុលីលេខ, វាយអក្សរពុម្ព, បែប, យ៉ាង
Typing service (L.4)	ក្រសួងវាយអង្គុលីលេខ
Unemployment (L.8)	ឥតមានការងារធ្វើ
Unpleasant (L.2)	ការមិនចូលចិត្ត
Untidy (L.3)	គ្មានការបែកឆ្វេង
Valuable (L.1)	ដែលមានតម្លៃ
Voluntary (L.9)	ការស្ម័គ្រចិត្ត
W-2 Wage and Tax Statement (L.8)	ក្រដាសបញ្ជាក់ពីប្រាក់រកបាន និងដកចេញក្នុងមួយឆ្នាំ
Waive (to) (L.10)	លើកលែង
Well-groomed (L.6)	ស្លៀកពាក់តាមលក្ខណៈ
Well-prepared (L.6)	រៀបចំទុកជាមុន
Widowed (L.5)	មេម៉ាយ
Withhold (to) (L.7/L.8)	ដកចេញពីប្រាក់ចំណូល
Work experience (L.5)	ការងារដែលធ្លាប់ពិសោធន៍
Workplace (L.6)	កន្លែងធ្វើការ
Year-to-date (L.9)	រហូតដល់សព្វថ្ងៃ
Year-to-date deductions (L.9)	ដែលដកចេញរហូតដល់សព្វថ្ងៃ
Year-to-date earnings (L.9)	ដែលរកបានរហូតដល់សព្វថ្ងៃ
Year-to-date net pay (L.9)	ពីដើមឆ្នាំដល់ចុងឆ្នាំ
Yellow page telephone directory (L.1)	សៀវភៅពណ៌លឿងដែលមានឈ្មោះមនុស្សនិង លេខទូរស័ព្ទអ្នកជាវ